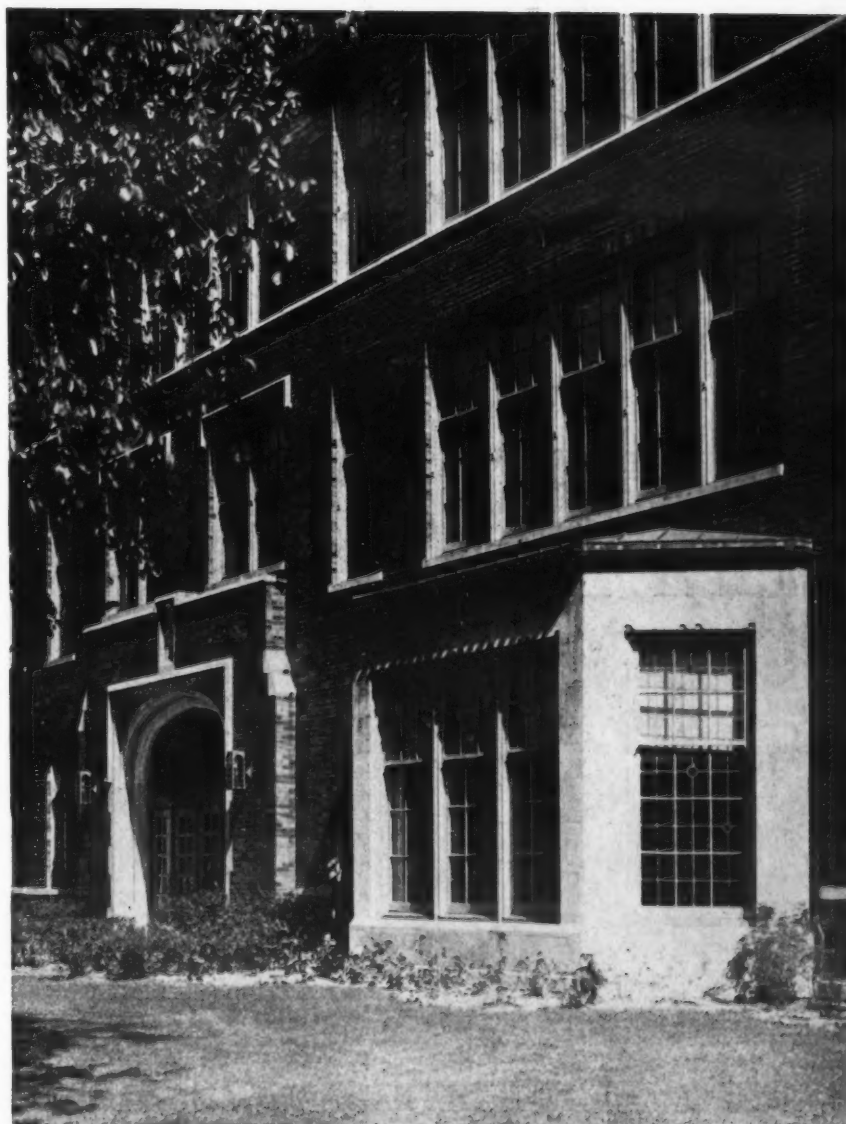


THE AMERICAN School Board Journal

A PERIODICAL of SCHOOL ADMINISTRATION



HUNT
BROS
THE BRUCE PUBLISHING COMPANY
MILWAUKEE
NEW YORK CHICAGO



AN ADVENTURE IN HEALTH—J. C. MITCHELL

JOHNSON TEMPERATURE CONTROL *Heating-Cooling*



MUNICIPAL AUDITORIUM, ST. LOUIS, MO. LE BAUME AND KLEIN, ARCHITECTS; GEO. E. WELLS, INC., CONSULTING ENGINEERS, ST. LOUIS

"Where Large Crowds Gather"

HEALTHFUL, Comfortable conditions must be maintained when large groups of people assemble indoors. Even though every possible means is employed to provide proper ventilation and adequate air conditioning, auditoriums and other gathering places for public use must be kept at just the right temperature and humidity. That is where JOHNSON enters the picture.

An automatic temperature and humidity control system for such important service cannot be "thrown together." Each device must be correlated with every other device with which it is associated. The entire installation must be a complete, unified system.

For instance, among the wide variety of JOHNSON control apparatus there are

remote re-adjustable thermostats, re-set automatically by other instruments to maintain always a proper temperature to meet changing conditions. In an auditorium, for example, the "human load" varies, so that the air used for ventilation should be introduced at different temperatures to satisfy varying demands. This is only one illustration of the adaptability of JOHNSON equipment.

In the Saint Louis Auditorium, 379 JOHNSON thermostats, ten distinct types of instruments, operate 165 JOHNSON dampers and more than 500 JOHNSON valves of various types. The entire heating, ventilating, and air conditioning installation is JOHNSON controlled, economically, efficiently, accurately.



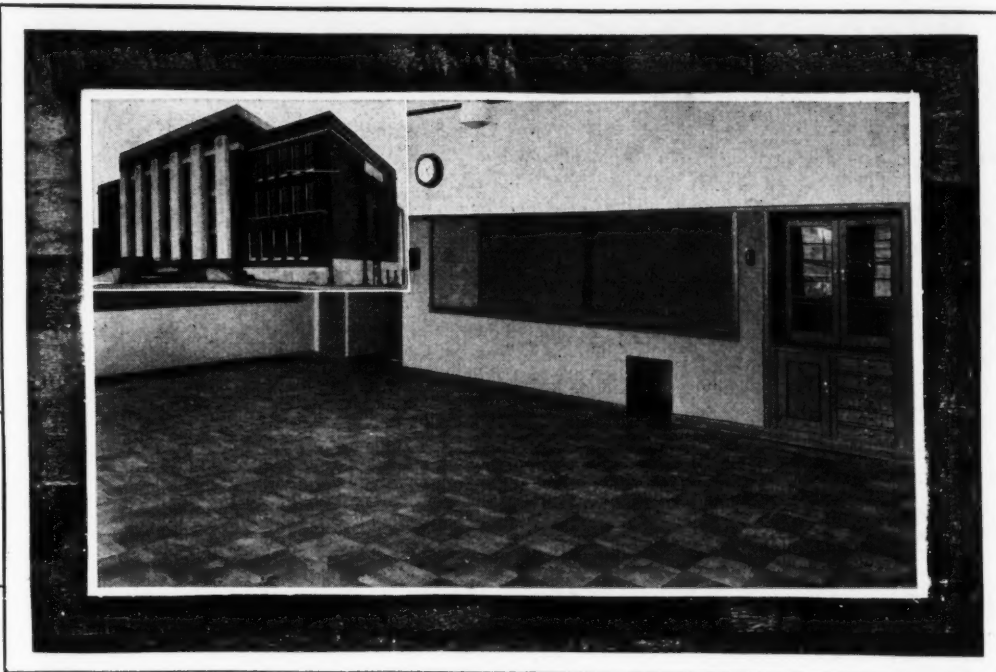
JOHNSON DUAL
THERMOSTAT



JOHNSON SYLPHON
RADIATOR VALVE

JOHNSON SERVICE COMPANY: Milwaukee, Wis. and direct branches in all Principal Cities

Jeremiah E. Burke
High School for Girls
DORCHESTER DISTRICT—
BOSTON



Geo. Ernest Robinson
Architect
Boston

Learns that Maple is durable . . . its price reasonable . . . no better finish flooring for a school.

Few problems in school construction require deeper consideration than that of selecting the material for floors. How will the flooring affect school room routine—the health and efficiency of pupils? Will it be an economy over a period of years? How easily can it be kept clean? Will it provide firm anchorage for desks? Will it simplify or hinder other construction work? These are some of the questions that must be asked—and answered.

Fortunately, one flooring material gives the proper answer to all these questions, *Northern Hard Maple*—the flooring material that combines warm, dry, cushioning effect beneath the feet, with lasting wear and smoothness.

Northern Hard Maple is resilient, tough-fibred, tight-grained. It will not splinter or develop ridges when subjected to the scuffing and pounding of youthful feet. It actually

"All wood finished floors throughout the Jeremiah E. Burke High School for Girls, except as otherwise specified, are of Maple.

I specified that Maple be used in this school, because after over 20 years' experience I have learned that Maple is durable; its price is reasonable; and I know of no better finish flooring for a school."

GEO. ERNEST ROBINSON,
Architect.

outwears stone! Maple, moreover, is exceptionally easy to keep clean. Its smooth surface offers no lodging spaces for dirt and dust.

Consider these advantages of Northern Hard Maple. Consider, too, the fact that it provides firm anchorage for desks and does not interfere with other construction work. Get all the facts about this unique flooring material. Consult your architect.

GOOD SERVICE FINISHES ARE AVAILABLE

—especially adapted to classroom floors of Maple. These finishes seal the surface of hard maple, keep out dirt, resist soil stains and prove non-slippery. They will not mar, scratch or flake off. That's why they are easy to clean and maintain at low cost.

Floor with Maple

The letters **MFMA** on Maple, Beech or Birch Flooring signify that the flooring is standardized and guaranteed by the Maple Flooring Manufacturers Association, whose members must attain and maintain the highest standards of manufacture and adhere to manufacturing and grading rules which economically conserve these remarkable woods. This trade-mark is for your protection. Look for it on the flooring you use. **MFMA**

Whether you floor with blocks or strips—
with or without pattern—over
screeds, wood or concrete sub-floors—
Maple will provide a floor that endures
and satisfies.



Members of the Maple Flooring Manufacturers Association have contributed many thousands of dollars and years of work to standardize and improve the manufacture and grade uniformity of Northern Maple, Beech and Birch Flooring. The following manufacturers only are licensed to use the Association Trade-mark **MFMA**. Specify **MFMA** on the flooring you use.

Beck, August C. Company	Milwaukee, Wis.
Brown Dimension Company	Manistiquette, Mich.
Bruce, E. L. Company	Memphis, Tenn.
(Mill at Reed City, Mich.)	
Cobbs & Mitchell, Inc.	Cadillac, Mich.
Connor Lumber & Land Company	Laona, Wis.
(Sales Office, Marshfield, Wis.)	
Cummer-Diggins Company	Cadillac, Mich.
Farrin Lumber Co., M. B.	Cincinnati, Ohio
Holt Hardwood Company	Oconto, Wis.
Kerry & Hanson Flooring Co.	Grayling, Mich.
Kneeland-Bigelow Co.	Bay City, Mich.
Mitchell Brothers Company	Cadillac, Mich.
Northwestern Cooperage & Lumber Co.	Gladstone, Mich.
Oval Wood Dish Corp.	Tupper Lake, N. Y.
Robbins Flooring Company	Rhineland, Wis.
Sawyer Goodman Company	Marinette, Wis.
Stephenson Company, I.	Wells, Mich.
West Virginia Pulp & Paper Co.	Cass, W. Va.
Wells, J. W. Lumber Co.	Menominee, Mich.
Wisconsin Land & Lbr. Co.	Hermansville, Mich.
Yawkey-Bissell Lumber Co.	White Lake, Wis.

See our advertisement Sec., 15/50 in Sweet's.

Let our Service and Research Department assist you with your flooring problems. Write us.

**MAPLE FLOORING
MANUFACTURERS ASSOCIATION**
1780 McCormick Building
Chicago, Illinois

BRUCE BOOKS for Modern School Shops

Mechanical Drawing

Rational Mechanical Drawing

By Fischer and Greene

This flexible, introductory course in mechanical drawing is stated in terms of modern industrial practice, is based on years of teaching experience, is interesting and direct in its presentation, and is moderate in price. **60 cents**

General Mechanical Drawing

By McGee and Sturtevant

A modern, skillfully organized, junior-high-school text that allows for individual differences and provides vocational information. **\$1.48**

First Problems in Mechanical Drawing

By Glenn N. Shaeffer

Mechanical drawing problems admirably suited as an introductory unit to the subject of mechanical drawing. **16 cents**

Electricity

Essentials of Applied Electricity

By E. W. Jones

An accurate text supplying a sound foundation in the elementary laws of electricity and their practical application. **\$1.36**

Preparatory Electricity

By B. B. Burling

Job sheets providing essential information about tools, material, terms, and symbols used by electricians. **76 cents**

Job Sheets for the Practical Electrical Shop

By F. E. Tustison

A set of practical jobs based upon the fundamentals of electric wiring and electrical science. **68 cents**

Woodworking

BASIC WOODWORKING PROCESSES

By Herman Hjorth

A revised and enlarged edition of this famous "process book" of fundamental woodworking operations, designed for elementary woodworking classes and so arranged that any process may be located at a moment's notice. Profusely illustrated. **\$1.48**

INSTRUCTIONAL UNITS IN HAND WOODWORK

By Brown and Tustison

The junior-high-school woodworking text, developed on the unit instruction sheet plan, with special application to the making of objects of boy interest. Now being used as the basal text in hundreds of woodworking shops. **\$1.48**

PRINCIPLES of WOODWORKING

By Herman Hjorth

For high school students, a comprehensive presentation of all the fundamental and commonly used tool processes employed in woodworking. **\$1.76**

Automotive

AUTOMOTIVE ESSENTIALS

By Ray Kuns

Up-to-the-minute, recently revised, and richly illustrated, here is the essential automotive text for the driver and potential driver. Contains all information necessary for the intelligent selection, operation, and maintenance of an automobile. Explains in great detail popular makes of cars and car parts. **\$1.92**

AUTOMOTIVE SERVICE

By Ray Kuns

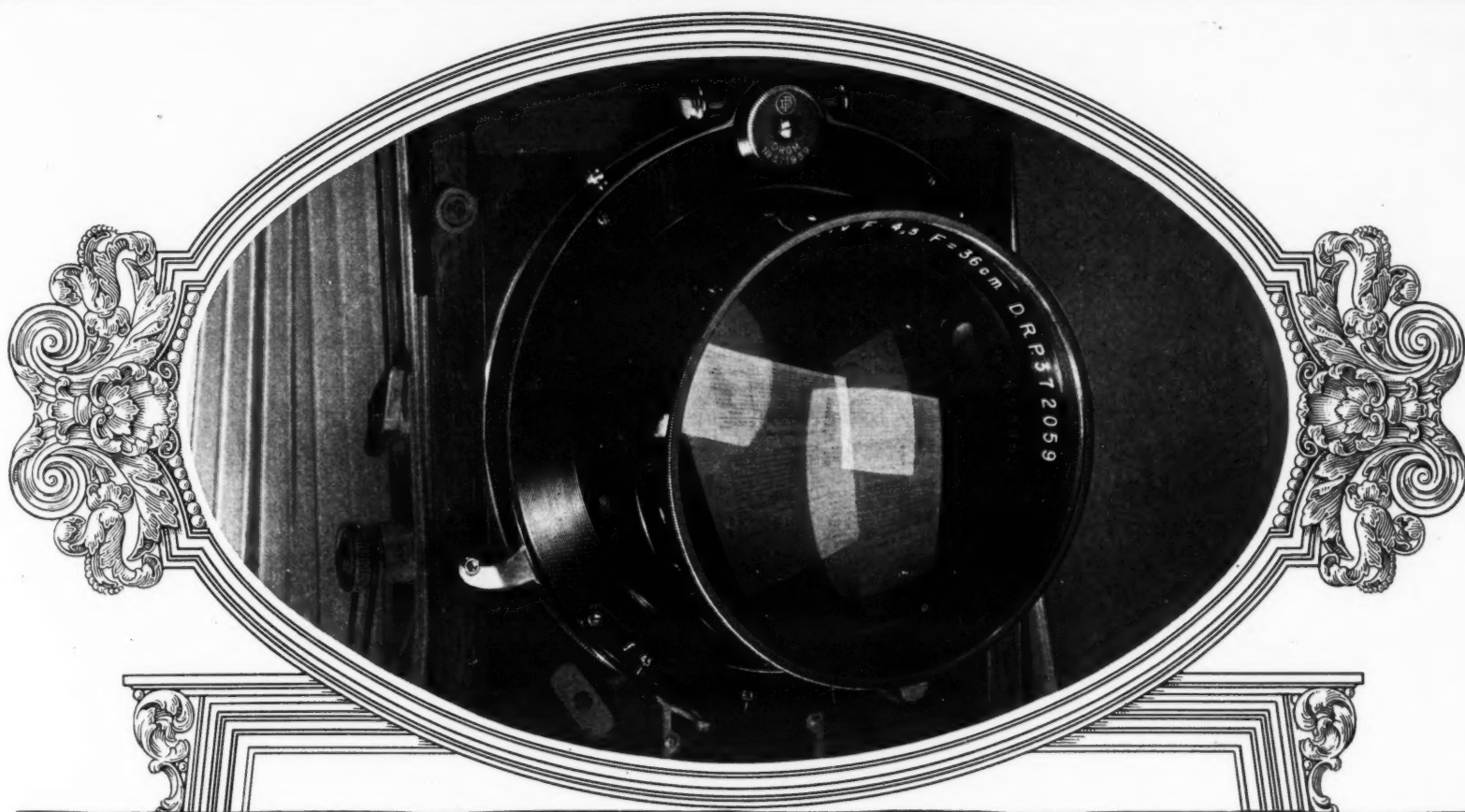
A reference text, encyclopedic in scope, covering all phases of automobile repair and maintenance. **\$5.00**

AUTOMOTIVE SERVICE UNITS

By Ray Kuns

Part I, 40 cents; Part II, 48 cents; Part III, 44 cents; Part IV, 36 cents; Part V, 40 cents.

BRUCE-MILWAUKEE



CAMERA EYE SEES QUICK WAY TO CUT COST OF SCHOOL FORMS

"How can I procure standard school forms of high quality and still save money?" inquired a hard-hitting superintendent and business manager. Answering his query comes the announcement of the new prepared stencil service which now brings important betterments in the use of the Mimeograph Process. By this advanced method, faithful reproductions of beautifully printed forms are made available to you at surprisingly low cost. And the forms are intrinsically right, having been worked out by educators of the first rank. Eight Dermaprint stencils, made by our special photographic process, reproduce the ten most widely used school forms. They come to you ready for instant printing on any Mimeograph machine—hundreds or thousands, as required. Prepared stencils also provide for quick and easy production of outline maps and other high-class supplementary teaching material at prices within reach of every school. For free samples and complete information, write today to A. B. Dick Company, Chicago.

Send for these free samples. Typical forms for school use, as printed from the new prepared stencils, will be forwarded without cost or obligation. Samples of outline maps, seat work and athletic posters by same process also sent on request. Write A. B. Dick Company, Chicago.

M I M E O G R A P H



A new standard of fence QUALITY



● To the unaided eye, most chain link fence looks alike. But, as in articles of gold and silver, its metallic content can deceive all but the most expert judges of quality.

To protect the fence purchaser *before* he buys, and to protect its own high standing in quality fence manufacture, Cyclone now proclaims its definite, *measurable* standard of resistance to rust, corrosion and time. This standard Cyclone bases on the universally recognized Preece test.

Cyclone sets its standard at a minimum of 12 1-minute immersions by the Preece test. And all Cyclone Chain Link fence will bear this special "Cyclone 12-M" seal as its guarantee that every foot will meet this quality standard.

Before you buy, find out what this Preece test means to you—how it will help you "show up" fence that does not meet the highest quality standards. Every prospective purchaser of fence is invited to mail the coupon and get the real facts on chain link fence in the famous Cyclone book—"FENCE—HOW TO CHOOSE IT—HOW TO USE IT". Get this book and learn how to get the *most* for your fence dollar.

CYCLONE FENCE COMPANY

General Offices: Waukegan, Ill.

Branches in Principal Cities

Pacific Coast Division: Standard Fence Company

General Offices: Oakland, Calif.



-----MAIL THIS COUPON TODAY-----

Cyclone Fence Co., Waukegan, Ill., Dept. 9181

Please mail me without obligation a copy of your book, "Fence—How to Choose It—How to Use It."

Name _____ Address _____
City _____ State _____

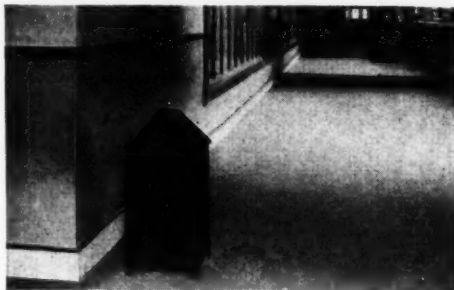
I am interested in fencing approximately _____ feet of ☐ Residence ☐ Estate
☐ School ☐ Playground ☐ Cemetery ☐ Industrial _____ Property.

Cyclone Fence

REG. U.S. PAT. OFF.

Cyclone is not a "type" of fence, but is fence made exclusively by Cyclone Fence Company and identified by this trade mark

United States Steel Corporation Subsidiary



IN
CORRIDORS
WASHROOMS
CLASSROOMS
TOILETS

Solars Promote Sanitation

The ease of operation and the fascination of the swinging cover impel students to deposit refuse, paper towels, and other waste in the SOLAR Self-Closing Receptacle. The advantages are evident in numerous schools in the neat, clean, tidy—*sanitary* surroundings that SOLARS effect. Solars reduce janitor expense and add tone by their ornamental value.

Sizes and styles for every need are clearly illustrated and described in our latest catalog. Write.

**SOLAR -
STURGES
MFG. CO.**
MELROSE PARK, ILL.



SCHOOLS

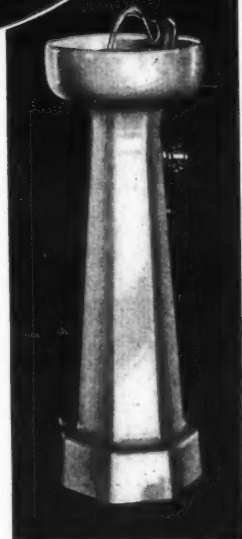
*.. appreciate their
many advantages*

You could list many reasons for the continued preference of school authorities for Halsey Taylor Drinking Fountains, but most important of all is **SANITATION**. The drinking mound is always maintained at uniform height, due to a practical two-stream projector. Automatic steam control—another feature—means that water never varies regardless of line pressure changes. Of course, the Halsey Taylor line offers you a wide variety of designs to suit every purpose and to meet your building budget! Write.

THE HALSEY W. TAYLOR CO.
WARREN, OHIO

SPECIFY

Halsey Taylor
DRINKING FOUNTAINS



*It is not a matter to be
taken lightly, the confining of children in
artificial surroundings during the most
active time of their lives.*

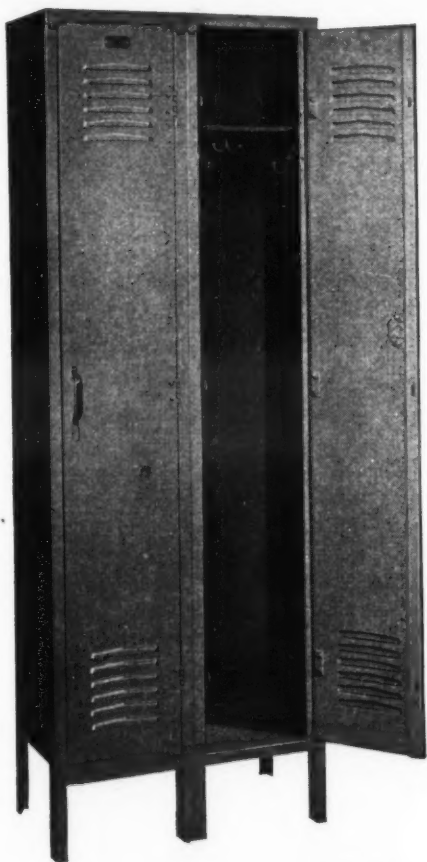
HERMAN NELSON System of *Air Conditioning for Schools*

© The Herman Nelson Corporation, Moline, Illinois



Note These New Features of Berloy Steel Lockers

1. Rigid steel channel frame with continuous door-strike along both sides.
2. 16-gauge door built to prevent permanent distortion.
3. Full-loop hinges—2 inches wide, 5 barrels.
4. Pre-locking device—quiet, positive, and completely concealed in the door to prevent tampering.
5. Sturdy latching lugs with rubber cushions which do not protrude objectionably into the door opening.
6. Handle of unbreakable alloy—chromium plated, modern design.
7. Smart, new number plates to harmonize with the notching of frame gussets.
8. New louvres of modern design conform to the other improvements of the exterior.
9. Rustproof, cadmium plated coat hooks—attached to locker with 2 bolts each.
10. Handsome, durable baked enamel finish in either neutral green or school furniture brown.



★
"The new unit of two single-tier Berloy Steel Lockers—Type SS with standard louvred doors. Regular equipment consists of hat shelf, coat hooks, number plate and padlock attachment. Two standard finishes—neutral green and school furniture brown."
★

Berloy
Steel
Lockers



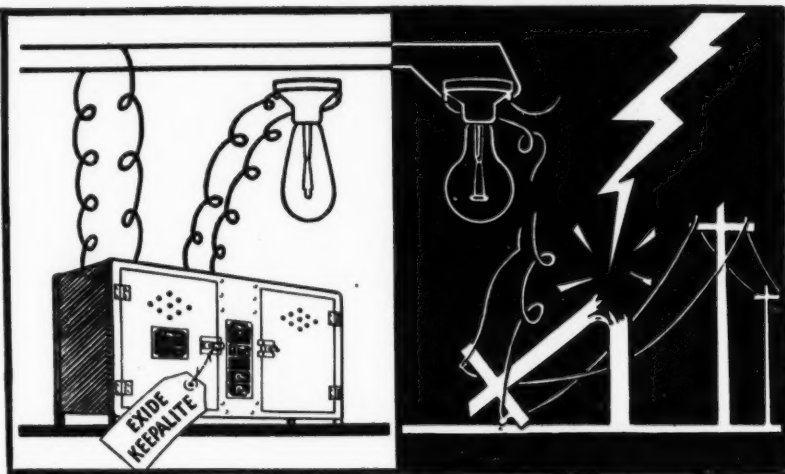
Over
2,000,000
in Use

BERLOY

THE BERGER MANUFACTURING CO.
CANTON, OHIO

Division of REPUBLIC STEEL CORPORATION
BRANCHES AND DEALERS IN PRINCIPAL CITIES

OFFICE EQUIPMENT	STEEL SHELVING
FILING CABINETS	STORAGE CABINETS
DESKS AND TABLES	TRANSFERS
	INDUSTRIAL DISPLAY
	AUTOMOTIVE LIBRARY
LOCKERS, BUILT-TO-ORDER WORK AND SPECIAL PRODUCTS	



WHAT IS EXIDE EMERGENCY LIGHTING ?

Exide Emergency Lighting is a dependable, economical system that automatically furnishes abundant light instantly, for any room or an entire building, *in case the normal electric current supply fails.*

WHY IS IT NECESSARY IN A SCHOOL ?

Lighting failures do occur. They strike without warning, where least expected and when least wanted. Utility companies take every precaution, but they cannot prevent damage to their lines by street accidents, storms, fires, floods, blown fuses and short-circuits within a building itself.

If a crowded assembly room, for instance, is suddenly plunged in darkness, there is extreme danger of panic, or possible personal injury. An Exide Keepalite Emergency Lighting Battery System protects against this by protecting against darkness.

WHAT DOES IT COST ?

There is an Exide System available for as little as \$150 which operates for less than one cent a day. Larger, 115-volt systems are proportionately economical. No other vital safety measure costs so little, and none can more amply demonstrate its value when the necessity arises. Write for bulletin on Exide Emergency Lighting.

THE ELECTRIC STORAGE BATTERY COMPANY, Philadelphia
The World's Largest Manufacturers of Storage Batteries for Every Purpose
Exide Batteries of Canada, Limited, Toronto

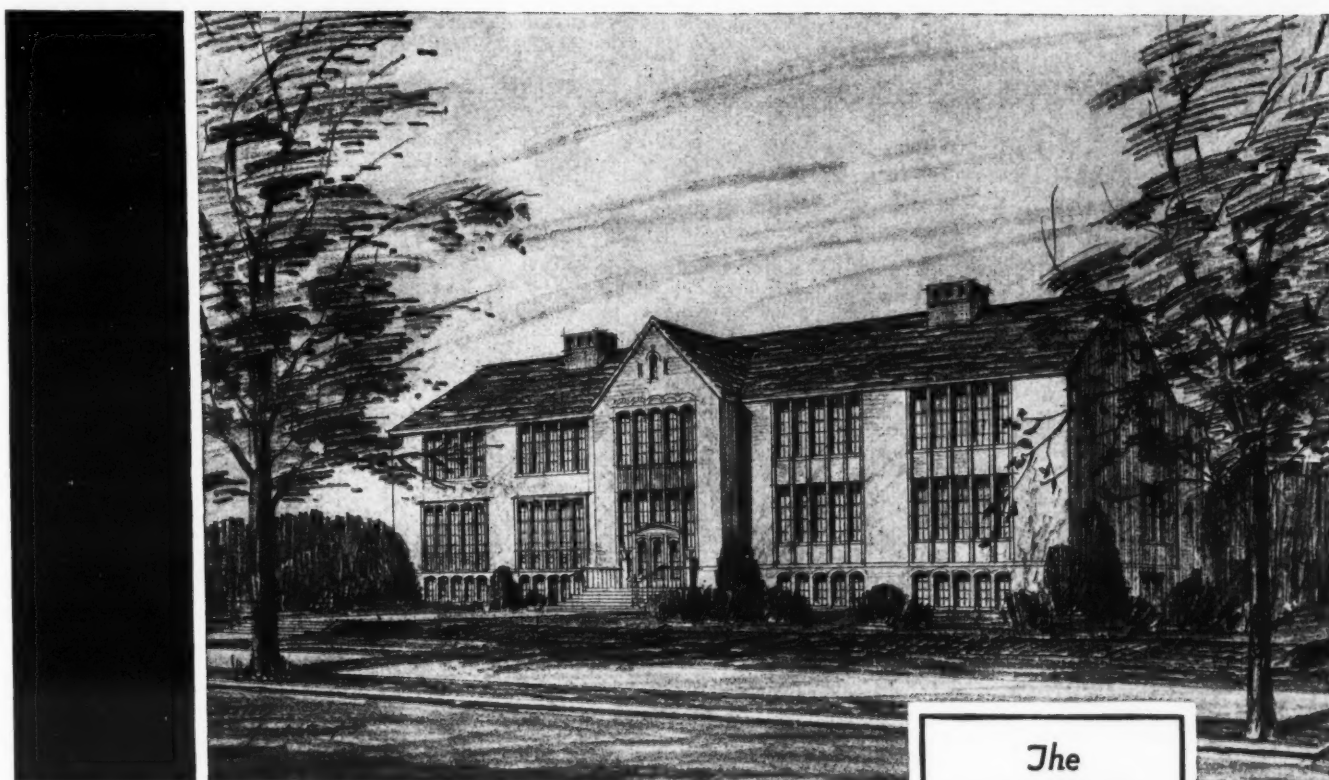
Refer to Sweet's Catalogue, Section 27—Page 1

Exide Keepalite

EMERGENCY LIGHTING SYSTEMS

**\$150 AND
UP**

MODERN CONTROLS for MODERN SCHOOLS



The Peter Herzog School, St. Louis, Missouri, completely equipped with the Modutrol System of temperature control. Ernest T. Friton, Architect; Geo. W. Sanger, Commissioner of School Buildings; Sodemann Heat & Power Company, Heating Contractor

MODERN school buildings require modern temperature control to insure lasting precision. The Minneapolis-Honeywell Modutrol* System, being electrically operated, is as modern as electricity itself. It is completely flexible in its application and is thus adaptable to any equipment which it is to control, rather than requiring such equipment to be adapted to it. Installation and operating costs of the Modutrol System make it suitable for any school building, old or new, large or small. Our engineer in or near your city will quickly explain the advantages of the Modutrol System of control, with no cost or obligation on your part. Call our nearest branch or write Minneapolis-Honeywell Regulator Company, 2830 Fourth Avenue South, Minneapolis, Minnesota . . . Branch and distributing offices in all principal cities.

In Canada: Minneapolis-Honeywell Regulator Company, Ltd., 117 Peter Street, Toronto . . . European sales and service, 233 Heerengracht, Amsterdam, Holland

MINNEAPOLIS-HONEYWELL

Control Systems

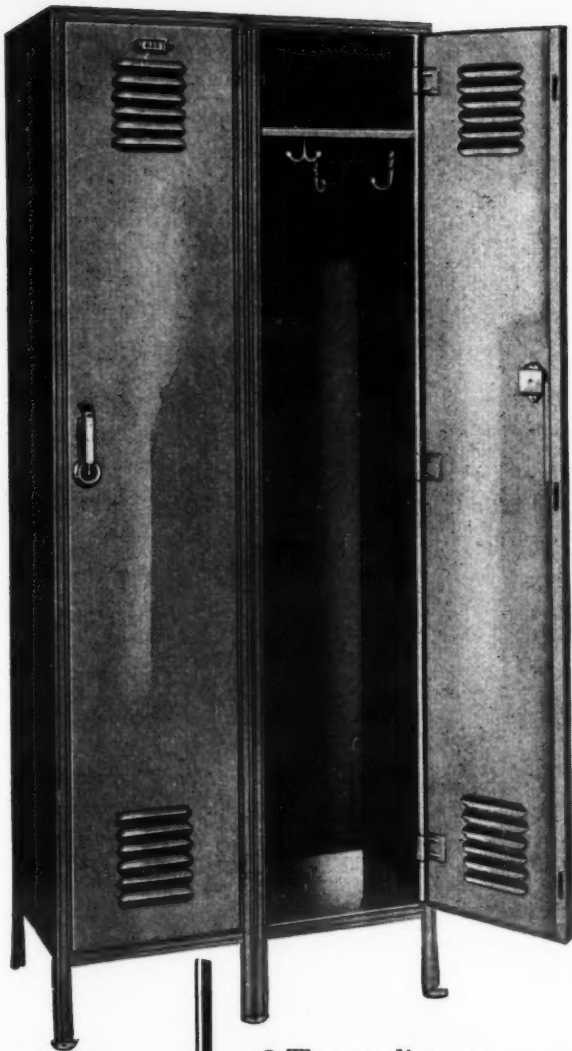
BROWN INSTRUMENTS FOR INDICATING AND RECORDING

The *MODUTROL SYSTEM

Minneapolis-Honeywell Controls, especially designed and coordinated to automatically govern and correlate all functions of any size or type of heating, ventilating or air conditioning system so that it will perform at its best in producing results desired.



Backed by a Tradition of
**SUPERIOR
 SERVICE...**



A section of two Lyon Single Tier Lockers is shown. Double fluted frame members, with no bolt heads showing, and new louvers contribute to the neat modern appearance.

**Partial List of
 Schools
 with New
 Lyon Locker
 Installations**

Wentworth, N. C.
 Champaign, Ill.
 Henderson, Texas
 Alexandria, Va.
 Tewksbury, Mass.
 Reading, Pa.
 Shippensburg, Pa.
 Oceanside, L. I.
 (N. Y.)
 Milton, Mass.
 Long Beach, Cal.
 (Polytechnic
 High School)

● The new line represents all the values Lyon Steel Lockers have stood for in 35 years of service *plus many recent improvements.* These include a hinge redesigned for greater strength, a remarkably quiet new locking device and, at all vital connections, the permanent fusing of projection welds.

Send the coupon for the new Lyon Locker Catalog describing the many features and types. Folding chairs and shop equipment also described in this catalog.

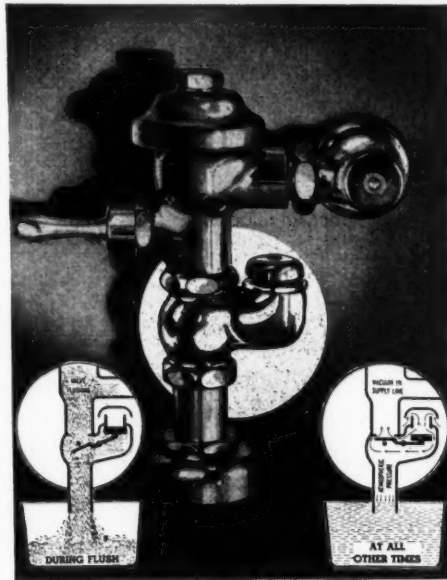
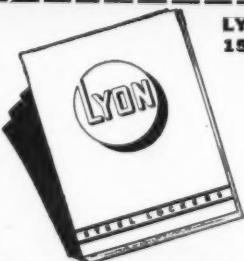
LYON *Service*
 SCHOOL EQUIPMENT

LYON METAL PRODUCTS, INCORPORATED, Aurora, Illinois

LYON METAL PRODUCTS, INCORPORATED
 1509 River Street, Aurora, Illinois

- ☐ Please send New Locker Catalog.
☐ Please send Folding Chair Catalog.

Name.....
 School.....
 Address.....
 City and State.....



**PROTECT
 THE
 WATER
 SUPPLY**

**WITH THE
 SLOAN VACUUM BREAKER**

The SLOAN Vacuum Breaker is open to the atmosphere at all times, except during the flush, as shown above. It is leak-proof, noiseless, and does not restrict the rate of flow.

The SLOAN Vacuum Breaker is easily applied to old installations as well as new and is guaranteed to prevent back-siphonage with any make of flush valve when properly installed above the spill line of the fixture.

Send for your copy of our new catalog.

SLOAN VALVE CO. ✧

4300 WEST LAKE STREET, CHICAGO, ILLINOIS

Equip your locker system with

**TRADE YALE MARK
 LOCKER LOCKS**

Known for their outstanding security and dependability, YALE Locker Locks are available in a wide range of types to meet all requirements—new installations and replacement.

**YALE COMBINATION
 PADLOCKS**

**YALE COMBINATION
 LOCKER LOCKS**

both above types with or without emergency control key.

**YALE KEY LOCKER
 LOCKS**

Pin-tumbler, flat key or grooved key operation.

YALE CABINET LOCKS
 Master keyed in groups.

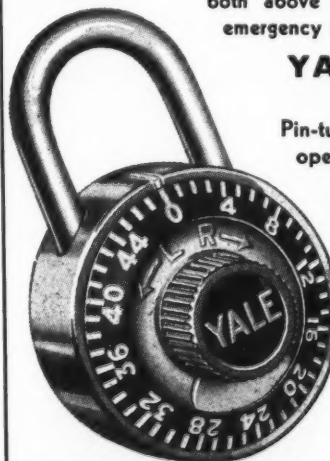
Write us your requirements, requesting samples and details.

**THE YALE & TOWNE
 MFG. CO.**

Stamford, Connecticut, U. S. A.



YALE Combination Locker Lock No. L3374 (with Emergency Control Key)



*Will she keep
that
Summer
health*

**when school days
take her
INDOORS?**



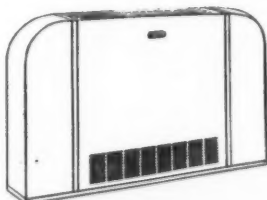
"Yes," answer those school boards who have installed Nesbitt Syncretizer heating and ventilating units: they know that the health and comfort and efficiency of school children depend largely upon good classroom-air conditions.

The Syncretizer is the unit that controls and harmonizes both air-stream temperature and room temperature. It keeps them close enough together to avoid cold drafts and stratified room air, yet far enough apart to make overheating impossible. It always furnishes needed out-

door air to banish odors; and it performs its duties *automatically*. Its cycle of control may be adjusted *today or tomorrow*, to conform to any state's ventilation code and to operate with the greatest possible economy of fuel.

Are you planning a new schoolhouse? Make sure it has "perpetual June" in the classrooms; choose Syncretizers. Write for "The Story of Syncretized Air." Address John J. Nesbitt, Inc., Holmesburg, Philadelphia, Pa., or 11 Park Place, New York City.

THE NESBITT

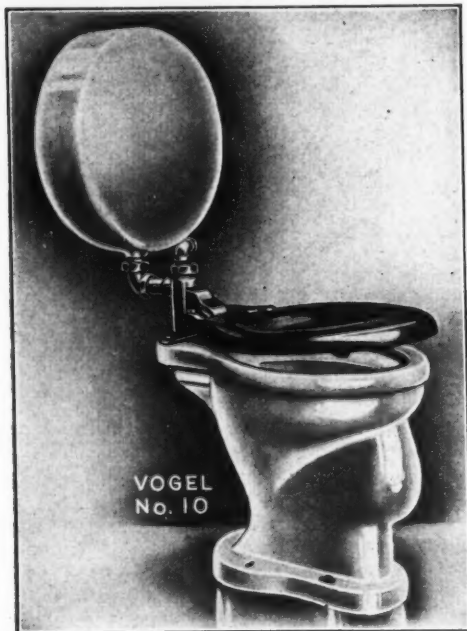


SYNCRETIZER

SOLD BY AMERICAN BLOWER CORPORATION, BUCKEYE BLOWER COMPANY AND JOHN J. NESBITT, INC.

SOLVING THE IMPORTANT PROBLEM OF CLOSETS IN YOUR SCHOOL . . .

. . . For years to come



Vogel Number Ten — For schools, semi-public and public places.

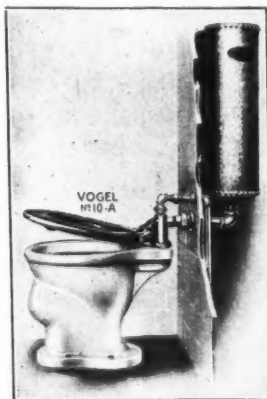
THIS is a conservative claim—because over a period of many years—**VOGEL** Number Ten Closets have proved they will withstand hard and continuous use. Here are some of the reasons why: The **VOGEL** Number Ten is essentially a school closet—designed to operate efficiently at all times. Its construction is simple: the only

moving parts of the Number Ten are in the valve—and these are made of high tension bronze, noted for its long life. **VOGEL** Number Ten Closets are seat-action—thereby eliminating tank mechanism such as floats, etc., which could get out of order; and they flush every time—children cannot forget.

We'll be glad to furnish you with additional information on **VOGEL** Number Ten School Closets, or if you prefer, ask your plumber, because **VOGEL** closets are sold by plumbers everywhere.

**JOSEPH A. VOGEL
COMPANY**

Wilmington, Delaware
St. Louis, Mo.



Vogel Number Ten-A — Same as Vogel Number Ten except tank is concealed behind wall.

• **VOGEL** •
Products

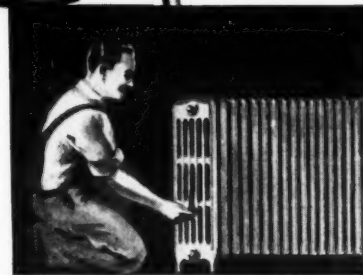
HOFFMAN now offers "CONTROLLED VENTING" of one-pipe steam radiators

Adding to Schoolroom comfort
by eliminating "over" or
"under" heating



The top cap of the valve is a shutter containing six ports of varying sizes, permitting a wide range of venting capacity.

Hoffman engineering again contributes a great advance to heating efficiency. All Hoffman Radiator Valves, both air and vacuum, are now equipped with new Six-Speed Adjustable Orifice Venting Ports—making it possible to accurately "balance" one-pipe steam systems.




Adjustment is so simple that the valve can be instantly set for any desired venting speed.

Now, by a simple adjustment of the Hoffman Valve Cap, the rate of venting can be varied, which in turn controls the rate of steam flow into the radiator. By this means, the venting of large radiators can be accelerated and that of small radiators reduced, so that in a given time the same proportion of each radiator will be heated.

Especially valuable on automatically fired systems and concealed radiation

For information on Hoffman Adjustable Port Venting Valves, write for new catalog. Hoffman Specialty Co., Inc., Waterbury, Conn., Makers of Venting Valves, Supply Valves, Traps and Hoffman-Economy Pumps—sold everywhere by leading Wholesalers of Heating and Plumbing Equipment.



ACCURACY DURABILITY

**No other
INVESTMENT
Pays Larger Dividends**

— than Powers Automatic Temperature Control for heating or ventilating systems.

Fuel Savings that result from eliminating OVER-Heated rooms, often pay back the cost of Powers Control in 1 to 3 years.

Better Health—Colds and other ills are reduced where temperature is Accurately controlled at the proper point.

Improved Efficiency—Correct room temperatures promote mental and physical efficiency.

WRITE FOR ESTIMATE or phone our nearest office (see your phone directory).

THE POWERS REGULATOR CO.

40 Years of Specialization in Temperature Control

Chicago: 2721 Greenview Ave. New York: 231 E. 46th St.

OFFICES IN 43 CITIES

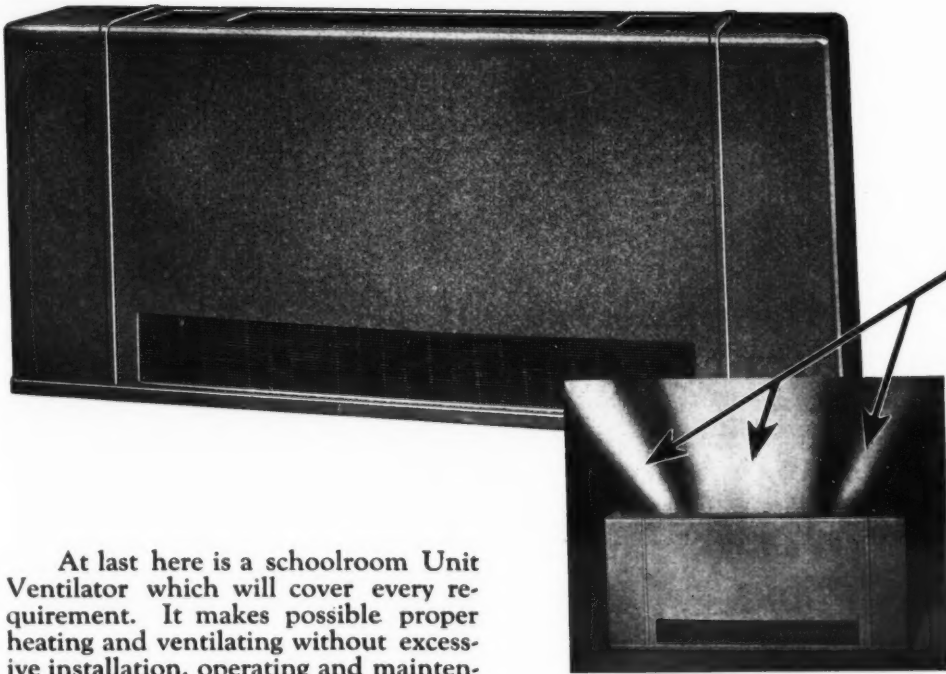
Trane's

14 POINTS OF SUPERIORITY

MAKE THE AIR-O-LIZER THE OUTSTANDING SCHOOLROOM UNIT AIR-CONDITIONER

THE 14 POINTS OF DESIGN AND PERFORMANCE LEADERSHIP

COMPLETE LITERATURE
WILL BE SENT ON REQUEST



At last here is a schoolroom Unit Ventilator which will cover every requirement. It makes possible proper heating and ventilating without excessive installation, operating and maintenance cost.

No other Unit has so much to offer. No other Unit gives the same full protection to room occupants. The Unit complies fully with all existing regulations and is so designed that with slight adjustments, it is capable of meeting all future needs.

Study the fourteen points of design and performance. Compare such outstanding features as DIRECTIONAL FLOW and FELT-SEALED BALANCED DAMPER with any existing equipment and remember, TRANE Air-O-Lizer sales are constantly increasing in volume.

There must be a reason for this increasing popularity and the reason is TRANE inbuilt quality, economy and efficiency. Money spent for TRANE Equipment is money well invested. TRANE Air-O-Lizers will give many years of trouble-free low-cost service and you may be assured of complete protection of the health and comfort of the school students.

The following well-known schools have recently been equipped with TRANE Air-O-Lizers.

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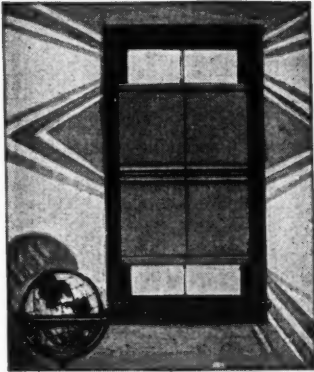
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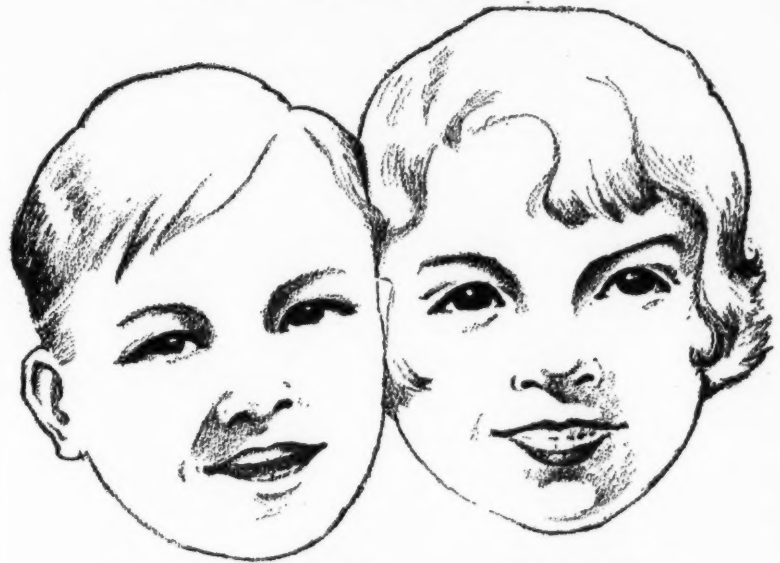
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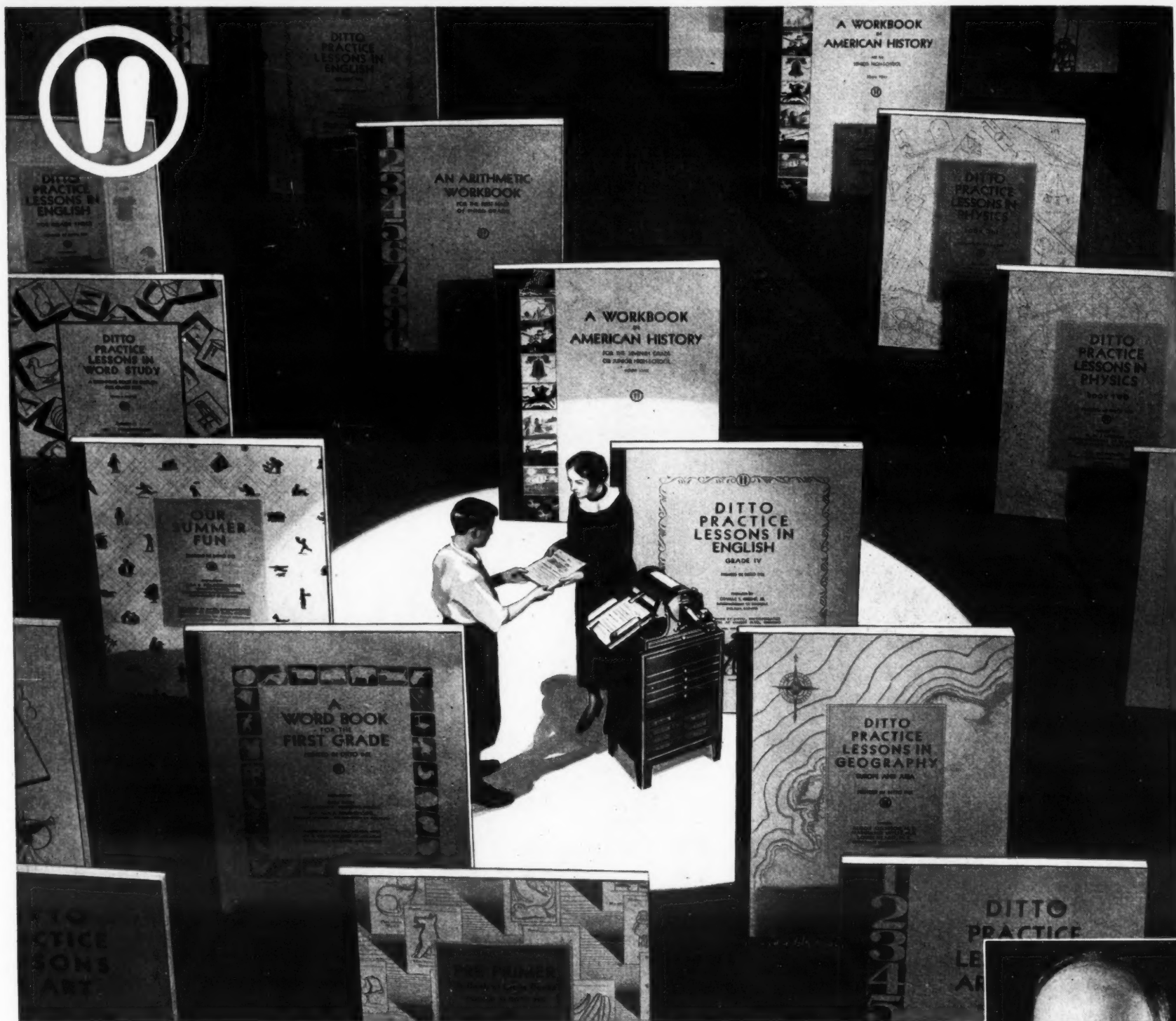
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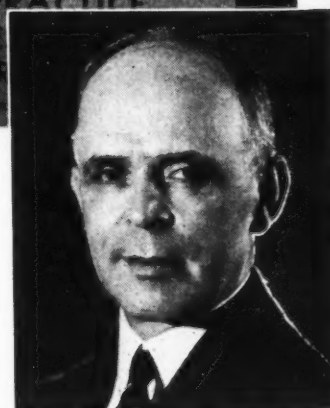
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IMPORTANT NOTICE

Public Works Administrator Harold L. Ickes has issued instructions that no applications for PWA projects will be received after September 16, 1935. Boards of Education who have in hand building projects and who desire to receive the 45% outright Federal grant, must get their applications in on or before the date fixed by the administrator.

School-Bond Issues Carried

ONE of the most favorable symptoms of the improved economic condition is to be noted in the increasing number of successful school-bond elections. These have been especially numerous during the past three months.

In spite of depression, opposition of taxpayers' groups, and general resentment against public building operations, the march of time has caused an increasing shortage in school buildings. Wear and tear, the work of the elements, have contributed to make old buildings increasingly unsafe and insanitary. School populations have continued to shift and in many communities there has been a natural growth in enrollment and attendance.

During the past months the public press has increasingly pointed to the need for school buildings, and it has not been uncommon to find a schoolhouse designated as a firetrap, or to have an editor remind the public that "we have more pupils than school room."

The number of school-bond issues that have been carried by good majorities is gratifying. It reflects the improved optimism of the American people and is one of the elements which is increasing capital outlay so necessary for finally balancing the industrial and labor situation. It appears that school boards will again be able to meet building needs by a timely anticipation of the future.

While it is true that many new school-building projects have been encouraged through the PWA, it is equally true that many projects have been voted affirmatively regardless of federal support. The grant of 45 per cent through the government plan has not in all instances proved entirely acceptable.

The general money market has been most favorable to the sale of school bonds. They have been sold at a premium notwithstanding the fact that the interest rate has been exceedingly low. In fact, there are many instances on record where the open money market has afforded more favorable terms than those offered by the federal government.

The larger number of school-building projects are going forward under federal support. The 45-per-cent grant is attractive, and where the need for more school room exists, and the taxability of the community permits the acceptance of the obligations involved in the 55-per-cent balance, it becomes the part of wisdom to comply with the offer made by the government.

Next year will see a considerable revival in new schoolhouse construction.

THE EDITOR.

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Editorial Material—Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited, and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the *Education Index*. Member, Audit Bureau of Circulation and Associated Business Papers.



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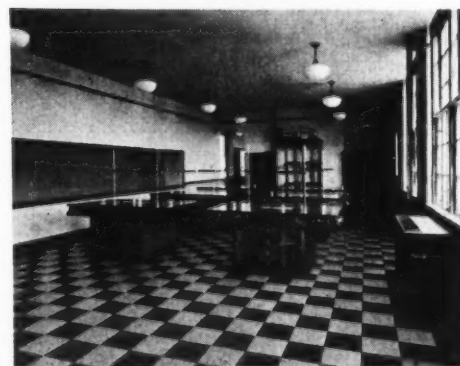
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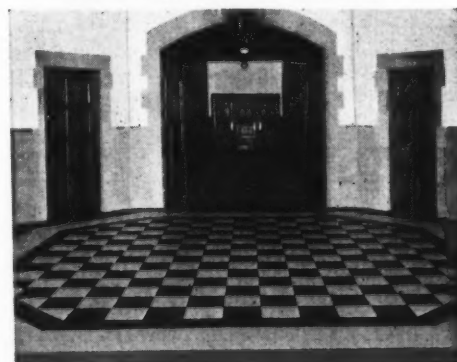


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THE AMERICAN School Board Journal

Volume 91, No. 3

SEPTEMBER, 1935

Subscription, \$3.00 the Year



THEY OUGHT TO KNOW EACH OTHER BETTER!

SCHOOL ADMINISTRATOR TYPES

Frederick L. Patry, M.D.¹

In a recent editorial the *New York Times* calls attention to two kinds of social and governmental planning, described quite accurately by Dr. E. G. Nourse of the Brookings Institution as the "high pressure" or compulsory type, and the "low pressure" or advisory type. These planning types reflect the personalities behind them, and suggest that the explanation for an administrative situation in an organization like a single school or an entire school system may be found in the responsible administrator. Concern in the personality of the school administrator is necessary because of his influence upon the health, happiness, efficiency, and socialization of the pupils, teachers, and community whom he is obligated to serve.

Before singling out actual relative types of administrators for discussion, it is important to gain a fundamental mental-hygiene point of view that is all too rare in ordinary life. It may be illustrated by the anecdote of the lady of newly rich estate who stopped in front of the *Mona Lisa*, raised her lorgnette, and scrutinized the masterpiece with an air of searching analysis. Presently she turned to her French guide with the statement, "Not so hot." The guide in anger replied: "Madame, ze picture is not on trial; it is you who are."

Although the school alone, apart from society itself, is not to blame for the world's ills, yet it has a big responsibility, and the school administrator cannot refuse to share it. Certainly he must hold himself ready to accept the challenge that the schools are improvable and that he and his service are the essential factors in the growth and betterment of the schools.

Whereas in former days, the tendency was to perfect the school machine and the mechanics of administration, the present effort is to cultivate the personality potentialities of the teacher and draw out her latent constructive ideas and methods of serving the individual child and group to the full, even at the expense of "standards." Flexibility in the operation of schools and instructional methods on a functional or activity basis in keeping with the scientific facts of individual intellectual capacity, emotional stability, aptitudes, interests, and physical condition is the present-day focus of concern for pupil improvement. Homogeneity is giving way to facilitating social relationships expressed in natural life heterogeneity. Rigid curricula are melting before the conviction that we need more than ever to humbly approach each and every child as a wondrous complexity of unknown abilities and tendencies to be discovered and studied before deciding upon his educational program. We are now more concerned in providing opportunities for unfolding the child's creative potentialities, special talents, and special abilities through guidance which permits an optimum of creative expression.

The Three Types

With this preamble, let us sketch three rather common types of school administrators whom we shall designate as the "Standpat," the "Egocentric," and the "Progressive." Let us describe them in a wholesome spirit of constructive criticism.

The "standpat" school administrator is an expert in ultraconservatism. He is so conditioned by the *status quo* that he misses the present opportunities, if not obligations, and lays himself open to inefficiency and failure because he is unable or unwilling to "tune in"

to new occasions and developments. In attempting to protect his ego by marking time, he actually is deteriorating with dry rot. Unfortunately, it is rare that this individual can or is willing to diagnose his condition or even admit an objective appraisal on the part of others qualified to pass judgment upon his performance, or lack of it. We recognize a place for wholesome conservatism which challenges the "Progressive" to prove his theories and suggestions for new practices before the old is discarded and the new accepted. But there is no place in the school administration for the individual to whom nothing is so painful as a new idea. The present swiftly moving scheme of educational and social events cannot be blocked by the resistant, fossilized standpatter.

The "egocentric" administrator thinks predominantly in terms of "I" rather than of "we." He tends to dominate and dictate to his associates rather than to guide and share their work. In pure culture he may be described as an "exalted ego" who compensates for his inadequacies by making much ado about inconsequential matters in which he is likely to be a past master. He feels and thinks and acts in terms of a circle in which he is the center, about which all his assistants move like lesser satellites revolve around a sun. He commands instead of attracting his associates to him. There is a tendency to "rule from the throne" and to call his workers to him, rather than to affectionately mingle with them on a friendly basis of sharing in a scientific enterprise which requires active co-operation won by example, rather than authority. This type of school administrator is also on the wane. In these days of socialization there is little place for the man who is unwilling to set a worthy leadership example for his associates.

The "Progressive"

The "progressive" administrator is the mature social type who thinks in terms of an eclipse in which he is one of the foci, the other being his associates and those he obligates himself to serve. He works and talks with his teachers, not to them. They are his co-workers who share with him his problems,

ideals, and methods. To him the whole is always greater than the part, and his self-interests become so blended with those of the group that he loses his identity in a wholesome way. There is effective teamwork on the part of all whom he inspires to their best creative efforts. Negative methods such as threats, bribery, coercion, fear, and dismissal are displaced by positive and constructive methods expressed in direct help, recognition, encouragement, and praise. He is always big enough to openly admit his mistakes; he encourages frank and free discussion of problems and conditions; he allows others to agree or disagree with him except in vital matters in which he does not hesitate to take full responsibility. He is open-minded; looks for new ideas and new methods; he is ready to experiment, and he is willing to discard the old for something which has promise of being more serviceable and timely. Although he clearly keeps in mind the aims and objectives of the schools, and realizes the limitations of conditions, yet he encourages new activities, realizing that conditions are ever changing. He encourages constructive criticism. He is anxious to put to a controlled test the ideas of his associates, as well as those of a member of his own family, and to give full credit wherever it is due.

It is not likely that any one individual administrator can be classified as belonging wholly to one or another of the types described. In reality we never find "pure" types although there is current a tendency toward a more or less arbitrary conception of an individual as a type.

Nor is the above formulation meant to be an attack upon school administrators. There is no finer body of professional workers than those represented in the teaching profession. The purpose is to stimulate administrators to a higher level of self-criticism and insight in order that larger opportunities for personality improvement, professional growth, and service may be daily capitalized. In the final analysis, each of us must justify himself in the degree of satisfaction which he gives in service, in the light of individual and group needs of the here and now.

Making Use of the School Board Journal

Everett C. Hirsch¹

THE AMERICAN SCHOOL BOARD JOURNAL is one of the good educational publications which comes to my desk. I read each month's issue carefully and then call the attention of members of the board of education to articles which I think are timely and which may be of service in helping to solve our current problems. After this has been done, the tendency too often is to file each number away and gradually the impressions which one has gained from it as a whole, or from any particular article, become blurred.

I recognized this danger more than ten years ago and as a result devised a scheme whereby the contents of any number or any article contained therein could be made readily available without having to go through an exhaustive search throughout a large number of magazines. A card system was organized which has grown through the years. The cards are standard 4 by 6 size and a standard alphabetical index is included. Under the alphabetical index is a subject index. For instance, under the letter "S" the following subjects may be found: Salaries, Salary Schedules, School Plant, Seating,

Social Science, Special Classes, Superintendent, Superintendent and School Board, Supervision, Supervised Studies, Supplies, and Surveys. On each subject card is listed a series of articles pertaining to it. The name of the article is given and then follows the page on which it may be found, the month and year of publication. In this way a professional library containing a wealth of practical information, devices, and suggestions has gradually been organized.

Whenever a problem arises regarding which more information is necessary, all that needs to be done is turn to this index and get a list of articles dealing with the particular problem at hand. When the list is assembled, it is an easy matter to read the various articles in full, and almost invariably as a result, suggestions are found which are a great aid in arriving at a wise solution of the problem.

We now have every copy of the JOURNAL covering a period of more than ten years. These are filed in order by years and it is a simple matter to locate any number in any year. The value of the system grows more apparent as the information accumulates over a period of years.

¹Psychiatrist, State Education Department, University of the State of New York.

¹Superintendent of Schools, Wausau, Wisconsin.

Depression Tendencies vs. Long-time Trends Affecting Teachers

Benjamin W. Frazier, Ph. D.¹

During the first two years of the depression, the great majority of American teachers and educational leaders faced the future with comparative cheerfulness. Many educators had shared in a modest way the expansive psychology which pervaded most walks of life in the late 1920's and the belief had begun to grow that the golden age of American education was just ahead. The downswing in the economic cycle was largely an academic matter to be seriously discussed in college classrooms only.

The usual lag occurred between the downswing in business and industrial activities, and in reductions in expenditures for education. The high point in the average teacher's salary was reached about 1931, and reductions in his salary became most marked only after 1932. After 1932, the downswing became less and less an academic matter, and more and more an increasingly distasteful experience with reductions in salaries, shortening of school terms, greatly increased oversupply of certificated teachers, intensified competition for teaching positions, and actual loss of jobs formerly thought secure. It became evident that boom-time expansion had gone into reverse. The psychological effects of this reversal have been to confuse or halt administrative plans affecting teacher personnel, and to bewilder and discourage the teachers themselves.

Long-time trends, rather than depression tendencies, are the best guides to the making of personnel policies by school administrators, and to the making of professional plans by individual teachers. Depression tendencies, like eddies in swift streams flowing in rough channels, often temporarily reverse the direction of the main flow of events. On the other hand, such tendencies may represent an intensified and spectacular onrush of movements having their origin in past decades.

Changes in Numbers of Teachers

According to reports of the Joint Commission on the Emergency in Education of the National Education Association and the Department of Superintendence, there was an actual decrease after 1932 in the total number of employed teachers. Such a condition of affairs was in the main without precedent in this country. Between 1870 and 1930, the total number of elementary- and secondary-school teachers increased more than 400 per cent. Toward the close of this period, however, there was a steady slackening in the rate of increase. From 1920 to 1930 there was an increase of 27.29 per cent in the number of teachers, an average of 5.46 per cent during each two-year period. Between 1928 and 1930, however, the increase was only 2.71 per cent, and between 1930 and 1932, 1.88 per cent. In 1932, there were 700,309 public and private elementary-school teachers, 255,680 high-school teachers, and 91,129 college teachers. Miscellaneous groups brought the total to 1,057,114 teachers of all kinds. In 1932, elementary teachers were steadily decreasing in numbers, and high-school teachers were increasing. The number of college teachers decreased 4.2 per cent between 1932-33 and 1933-34, but increased very slightly in 1934-35.

Temporary depression causes which acceler-

ated the decrease in the number of elementary teachers, included the elimination of small classes, increase in size of classes, the contraction or elimination of special classes and services, and the hastening of a long-time increase in the length of teacher tenure and of teaching life. The most significant cause of the decrease, however, has been a long-time decline in the rate of increase in the number of pupils to be supplied with teachers, resulting from a long-continued decline in the birth rate, and decreased immigration. The per cent increase of total population during the decade 1850-60 was 35.6; the corresponding increase in 1920-30 was 16.1. The per cent that the school population was of the total population in 1870, was 31.3; in 1930, 25.7. Considered as a whole, the population has become more mature.

The school population already is decreasing in actual numbers in many cities, and even in entire states. It has been estimated by reliable authorities that the population of the country, under present conditions, will become stationary within a generation. Unless the hopes of many educators that class size be considerably reduced or the present scope of educational services be enlarged, increase in size of the teaching staff despite any depression or post-depression ups and downs, will reach a permanent standstill, to be followed by a decrease. Temporary depression effects have already resulted in some such condition, but post-depression effects in all probability will result in a temporary resumption of the increase in the number of teachers. The long-time movement, however, will remain much the same. Considered from the viewpoint of long-time trends, probably the ups and downs of the 1930's in this as in some other respects may eventually come to be considered as of relatively small moment.

Teacher Supply

The present oversupply of teachers was in the making before the depression began. Not only were there indications of the beginnings of a decline in the total school population and in ultimate demands for new teachers, but the actual number of teachers put into the market by the agencies of supply were increasing at a tremendous rate unequalled in any other large country in the world. The increase in exact numbers cannot be given, but a hint may be secured from the fact that the combined enrollment of students in normal schools, teachers colleges, colleges and universities has increased more than 350 per cent since 1900, whereas the total number of elementary and secondary pupils to be supplied with teachers has increased less than 70 per cent.

Teacher over- or undersupply tend to recur in cycles. The heights or depths of these cycles may or may not coincide with the heights or depths of other economic cycles. After the close of the world war, there was an actual shortage of teachers. Salaries were very low, but they increased rapidly during the relatively affluent 1920's, and the public schools attracted more and more college students into teaching. The percentage of men teachers ended a long decline, and began to mount upward once more. By 1929-30, before the effects of the depression upon teacher supply had been felt, the majority of the state superintendents were reporting that they had an oversupply of

teachers. Depression causes thereafter intensified this condition.

The number of applicants for teaching positions who should be included in a study of teacher supply cannot be accurately determined. Figures that are available are indicative only. There was a total enrollment in 1931-32 in teachers colleges and normal schools of 255,957 students definitely preparing to teach. There were 29,963 graduates of one-, two-, or three-year short curricula, and 15,525 graduates of four-year-degree curricula. In addition, 6,124 students reported with varying degrees of accuracy by junior colleges, colleges, and universities, who completed short curricula in such institutions and who planned to teach. Thus there was a total of 51,612 graduates reported who were prepared on various levels to teach, chiefly but not exclusively in the elementary grades.

The number of prospective teachers turned out by colleges and universities is the best single indication of the extent of institutional supply of high-school teachers available, but the exact number is extremely difficult to secure. Only a very rough estimate can be offered. Approximately 87 per cent of the high-school teachers have four years or more of college preparation. Studies immediately before the depression showed that about 45 per cent of the arts-and-science college graduates entered teaching. There were 91,623 arts-and-science four-year degree graduates in 1931-32; the number of these who may be considered as having been in the teacher market may be very conservatively estimated at 41,230—45 per cent of the number of graduates. Most of these were applicants for high-school positions, along with some four-year graduates of teachers colleges, and others.

The foregoing reported and estimated figures would justify the surmise that more than 92,000 graduates of curricula one to four years in length in teachers colleges, normal schools, and arts-and-science colleges were in the teacher market in 1931-32. To estimate the total number of teachers actually in the market, much larger additions must be made to these figures. Several thousand graduates of county normal schools or teacher-training high schools are still certificated annually, in eight states. There were 42,658 graduate students in arts and sciences alone in 1931-32, a very large number of whom, no doubt, were qualified applicants for public-school positions, usually in high school, supervisory or administrative work. The number of college and normal-school students who dropped out before completing any curriculum, and received certificates upon the basis of their credits or upon examination is unknown, but the number is large. The National Survey of the Education of Teachers estimated that there was a total of 120,000 new recruits from higher educational institutions in 1930-31. In addition, many individuals in noneducational work were in the teacher market; an average of about 5 per cent of all new elementary teachers in 1930-31 entered teaching from positions other than in educational work. Finally, the constantly increasing surplus of graduates and others who fail to secure employment from year to year, must be counted in the total number constituting the teacher market.

Probably the best estimate available as to

¹Washington, D. C.

the total number of unemployed teachers was made in 1932-33 upon a basis of reports from 19 state departments of education, in states containing 42.46 per cent of the total population of the country. These state reports, usually based upon estimates, have often been used as a basis for further estimates, that there was a total of 177,900 certificated but unemployed teachers in that year.

Some educators insist, with considerable reason, that the usual figures on teacher supply are exaggerated, in the sense that applicants with less than "standard" preparation should not be called "teachers." But the argument is difficult to establish. The minimum standard for elementary teachers is usually set at two years above high-school graduation. In 1930-31, 26.2 per cent of the elementary teachers had less than two years of preparation, and 11.7 per cent had less than one year. Even in the high schools, 12.9 per cent of the teachers failed to meet the commonly accepted standard of four years of college preparation. If an individual must reach commonly accepted standards in order to be called a teacher, what name shall be given to more than 200,000 individuals who do not meet such standards, but who are legally certificated and are actually teaching?

Demand for Teachers

According to an estimate of the National Survey of the Education of Teachers, based upon returns from nearly half the teachers in the United States, the public schools absorbed roughly 82,850 entirely new teachers (those not teaching the year before) in 1930-31. Of these, 56,262 were elementary teachers, 6,286 junior-high-school teachers, and 20,262 senior- or four-year high-school teachers. The survey estimates that there were positions available for fewer than 60,000 entirely new public-school teachers in 1932-33.

During the present year, informal reports from a number of institutional placement bureaus in different parts of the country indicate that the demand for teachers has become somewhat more brisk than during preceding years. Marriages of prospective teachers and of teachers in service appear to increase somewhat as prosperity returns, and reviving business and industry may be expected to absorb an increasing number of applicants for teaching positions. Thus the former depression trend toward teacher unemployment may, and probably will, change direction. Again, however, it must be borne in mind that the long-time trend toward relative stabilization of the size of the teaching staff will continue, regardless of depression tendencies.

Efforts to Reduce Teacher Supply

Numerous attacks have been launched during the past few years against the continued maintenance of some of the institutions that prepare teachers, but changes in the number of such institutions have been little greater during the depression than changes during normal times. Losses in the number of institutions have been confined largely to city and private institutions, usually normal schools with small enrollments; but such losses have been going on for a generation. The state teachers colleges continue to grow in numbers, usually evolving from the normal schools. The changes in the number of state normal schools and teachers colleges since 1900 have been as follows:

	1910	1920	1930	1934	1935
State normal schools..	141	138	66	47	39
State teachers colleges.	10	39	125	143	152
Total	151	177	191	190	191

Changes in the teachers college budgets for staff salaries between 1930 and 1935 show an

average loss of 18 to 20 per cent, but this loss is not unique, judging from comparable losses in other institutions of higher education.

Elevation in Levels of Preparation

Suspension of state requirements for additional study for the purpose of renewing certificates is reported by some states, and lack of progress in raising minimum requirements is reported by others, despite the excellent opportunity that appears to prevail, to raise such requirements during a period of teacher oversupply. Summer-session enrollments dropped sharply during the first years of the depression.

These changes must be considered only temporary setbacks. The average number of years spent in preparation by teachers has increased on the average at least one year in every fourteen during the past century. The increase during the nineteenth century was at a slower rate than during the present century. The most rapid period of advancement has been made during the past two decades or so. In 1839, when the first state normal school was opened, the typical public-school teacher certainly did not have more than the modern equivalent of eight grades of schooling, and in all probability had considerably less. In 1890, the average level was approaching high-school graduation, but had not yet reached this level. In 1910, the average level had very nearly reached high-school graduation; and in 1921-22, the average level was slightly below two years of work above high-school graduation. In 1931-32, the average level was between two and three years for all teachers. Thus during a period of 92 years, the average level mounted steadily upward $6\frac{1}{2}$ years, or more, above the equivalent of elementary-school graduation. If this long-time trend continues in the future as it has for the past century or so, it is safe to predict, despite the temporary effects of the depression, that well within the next 25 years the average (not the minimum) level of four years of preparation above high school will have been reached and a standard now advocated by many authorities will have been attained for half or more of the teachers of America. Already three states, California, Delaware, and Rhode Island, and the District of Columbia, have discontinued the certification of practically all elementary teachers with less than four years of college preparation. Eight states have set the minimum at three years. The minimum levels required in the other states also may be expected to rise in the future, as they have in the past.

Longer Teacher Tenure and Teaching Life

The lessening turnover of teachers by their own choice during the past five years, and the resulting increase in the length of tenure and of maturity of teachers on the job, have been frequently commented upon as depression tendencies. Economic difficulties and uncertainties facing teachers have intensified such conditions, but again these constitute only an intensified phase of a long-time movement. While there are still many immature teachers in the classroom, the lengthening of the period of teaching life and the increasing maturity of teachers considered as a group have been proceeding for several decades. According to census data, the percentage of teachers 45 years of age or older has more than doubled since 1890. In 1910, Coffman found that the typical woman teacher was about 24 years of age.

In 1930-31, representative returns from nearly half of the teachers of America showed the median ages of teachers ranged from 24 years for teachers of rural schools, to 34 years for elementary teachers in cities of 100,000

population or more. The median age of junior-high-school teachers, who include many teachers with previous experience in elementary schools, was approximately 30 years, and of senior-high-school teachers, who include a larger number of young college graduates, 29 years. The median age of all public-school teachers was somewhere around 29 years.

The length of total teaching experience has likewise been increasing during the present century. Less than a century ago, Horace Mann estimated that a dozen generations of teachers had passed through the public schools in a period of 50 years. In 1910, Coffman found that the median number of years a representative sampling of women teachers had taught was four; and of men, seven. The average, because of the greater number of women teachers, was nearer four years than seven. In 1930-31, the median amount of experience of elementary teachers ranged from five years or less in rural one-teacher schools, to twelve years in cities of more than 100,000 population. The median was eight years for junior-high-school teachers, and seven years for senior-high-school teachers. A rough estimate for all teachers was a little less than nine years. As the length of teaching life increases, there is, of course, a corresponding lessening in the demand for new teachers.

Teachers' Salaries

If a minimum of three or four years of college preparation specifically for teaching is to be demanded of teachers in the future, they must be paid salaries that will justify their investment of money and time in such work. Depression salary tendencies on the surface have not appeared very bright. The average annual salary of American public-school teachers has varied as follows during the past six years: 1930, \$1,420; 1931, \$1,440; 1932, \$1,417; 1933, \$1,316; 1934, \$1,222; and 1935, \$1,226. According to reports of the Joint Committee on the Emergency in Education, in October, 1934, nearly one teacher in every three received less than \$750 annually, and one in every 16 received less than \$450.

While such figures are discouraging, the long-time trend inspires hope for the future. The average annual salary of teachers in dollars in 1870 was \$189; 1890, \$252; 1910, \$485; 1920, \$871; and 1930, \$1,420. When properly expressed in terms of the actual purchasing power of the salaries paid, this gain does not appear nearly so great; but even so, the long-time trend is clearly toward successive improvements in the economic status of teachers. Major economic depressions and wars, especially the latter, have temporarily checked or reversed the upward trend. But it is probable that most economic depressions have not interrupted to any great extent, even temporarily, the real trend upward, regardless of any temporary diminution in the size of the figure on the teacher's salary check. The decrease in the cost of living during past depressions has usually kept pace with the immediate decrease in the amount of salaries paid teachers; and when salaries are restored wholly or in part as they are very likely to be when economic conditions change for the better, there may be an actual gain in purchasing power greater than any loss in dollars.

It is probably true, however, that qualifications of teachers in poor school districts in the near future will be lower than would have been the case if salaries had remained at the levels of 1930. Fortunately, there is recent evidence that progressive states, cities, and other school administrative units are awakening to the importance of the salary question during the depression in its relation to the future of educa-

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An Adventure in Health

J. C. Mitchell

A significant step in the development of the public-health idea was taken in Rutherford County, Tennessee, in 1924. In January of that year a Child-Health Demonstration was launched, which continued through December, 1928. This was made possible by the Commonwealth Fund of New York which contributed liberally to its maintenance. The work that has grown out of this demonstration during the past decade presents a concrete illustration of what can be done under expert direction in developing a health program in a typical county school system, and points the way to other counties that have in mind the installation and development of a health program.

The project at the first was a joint effort of local forces and representatives of the Commonwealth Fund, who worked together in perfect harmony and unanimity to reach the objectives set up. From the beginning it was understood that the Commonwealth group would retire from the field at the end of the five-year period and leave the work in the hands of the local forces who would then direct all its activities and look to local agencies to furnish the funds necessary for its maintenance.

This bit of pioneer work is considered also an initial step toward a critical objective approach to a public health situation. Being based upon certain well-defined principles which had already been developed in this field, the program was thus extended to include the exploration of newer lines of activity. This brought school health, which had been accepted as one of the integral parts of the work, clearly into the forefront of the picture. The story of how a county-wide health program was developed during a decade which is effective in reaching practically every child enrolled in the public schools of Rutherford County and which has attracted nation-wide attention is, to say the least, most challenging.

Rutherford County, Tennessee, was selected for the demonstration because of local conditions which seemed to meet the requirements set out. It has a population of 33,000, with the native-born whites numbering 23,000, the foreign-born whites 60, and the Negro population a little less than 10,000. It is a rural section, there being no cities and only one town of approximately 8,000 people. About a dozen villages are dotted over the area. The school population at the last census was 7,000, with about 67 per cent in school attendance. The school personnel consists of a county superintendent, a full-time secretary, a Negro industrial supervisor, and 259 teachers.

The personnel of the administrative group of the demonstration at the start consisted of a director, a deputy health officer, a director of medical service, a director of nursing service, a director of health education, a staff of six nurses, a sanitary inspector, a laboratory technician, a statistician, an oral hygienist, and a clerical staff of six. This list has been modified as the needs require. While the activities of this group extended over a wide field of health work, the public schools were directly or indirectly the recipients of much of their labors. From whatever angle the experiment is examined, the child is the center. This makes somewhat easier a practical demonstration of what may be adapted with reasonable assurance in concrete situations elsewhere. In this article only the general outlines are given.

Beginnings of Experiment

Prior to 1924, Rutherford County had no health department. A part-time health officer was employed by the county, whose efforts were supplemented by a public-health nurse supported by the local chapter of the Red Cross. This physician, of course, could give but little time to the work on account of the small salary paid him and the demands of his regular practice. The nurse had little opportunity to complete a constructive program during any period as the field was too large for one nurse to cover.

The people of this area were not giving much thought to a health program for the schools. At irregular intervals examinations of pupils had been made. At no time was this county-wide. Nothing particularly helpful or permanent had come of these, and it was evident from all the information available that the average parent was prepared to regard this demonstration of health work in the schools as just another sporadic effort. Little tendency to co-operation was apparent, and even less neighborhood consciousness. There were no parent-teacher associations with health programs definitely outlined. They had come to regard the physical examination of pupils as an accomplishment in itself. It was distinctly not regarded as a preliminary to getting defects corrected, nor as a means of health education.

To remove skepticism and individualism in the rural citizen, it soon became evident that there must be an awakened interest in health. This phase of the problem loomed large. It had the most painstaking consideration, and from the first day ways and means were sought and machinery put in motion to accomplish this much-desired result. An important factor was the contact of the examining physician with the individual child, with the home, the school, and the neighborhood. Other agencies connected with the staff, including the nurses, slowly added converts to the cause as they went over the county in their daily activities. As health education progressed the people gradually became health-minded. In the light of experi-

ence it became clear that the problem was a composite one. Each phase of it was in a measure dependent on the others. All of it must be rooted in the public mind and must grow up together. School health, for instance, in a rural county should not be treated as a separate and distinct organization. It, like the others, is but one aspect of the general problem.

The first step toward this unity was to establish well-defined goals for a school health program. In general terms, as defined by Dr. Harry Mustard, Director of the Demonstration, the ultimate goal was "better health for children." On analysis, this appears to contain three fairly well defined elements: (1) freedom from defects and disease, (2) specific immunity to certain communicable diseases, (3) an understanding of the fundamentals of sanitation and hygiene and the practical application of healthful habits in everyday life. The goals are concrete and it has seemed possible after ten years to determine with reasonable accuracy the measure of success attained in approaching at least the first two.

Action Must Follow Examinations

No health program in either city or county schools can progress far without definite information concerning the health conditions of the pupils. This naturally calls for examinations. There was found here a strong tendency among teachers and parents to consider that something quite definite had been accomplished when a doctor visited a school and made an examination of the children. However, it was felt by those in charge that, though the examination of a school child is of some value in teaching him the necessity of a similar procedure in future years, there would be very little value in an annual physical examination without recognizing the need of definite action to remedy the defects found.

Following this thesis the Rutherford County experience has shown conclusively that it is unwise to limit rural school health education to the weighing and measuring of children, to the practice of health habits, and to the service of doctor and nurse, but that such attitudes should be developed in parents as well as in children toward a permanent health commitment as would give a more understanding relationship to the problems of citizenship involved. To carry this plan forward it has been found necessary that child-health service shall be rooted in the community life. No amount of effort proceeding from a group of outside workers can turn the trick. It was early recognized that there should be a simple type of community organization linked to a clearly defined, continuous, understandable public-health setup.

In an effort to meet this need, health committees on a county-wide basis were formed and encouragement was given to the formation of parent-teacher associations wherever practicable. Thus there entered into the community life a strong, aggressive, stabilizing influence with great promise of usefulness ahead of it. The health committee referred to above deserves more than passing reference. It functioned admirably after the first errors were corrected. Nine of these committees grew out of group meetings arranged for parents often at the school for some kind of health service. Soon they became independent units. In time nineteen health committees were actively at work, scattered fairly evenly over the entire



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THE RUTHERFORD COUNTY HEALTH CENTER, MURFREESBORO, TENNESSEE, presented by the Commonwealth Fund. The building houses the offices of the health department and provides facilities for training health workers. The school experiment described in the present article was conducted from this building. The staff of physicians, public-health officers, and nurses is on the front steps.

county. These headed up a central committee which gave a measure of direction and correlation to the efforts of all. One of the factors that held these health committees together was that they were kept reasonably busy. The busier they became, the more responsibilities they assumed. The effort to draw the neighborhoods into organized teamwork was worth all it cost in time and tact.

For the purpose of making available the information possessed by the health workers and teachers' knowledge of method, a division of school-health education was created. This was placed under the direction of a woman who not only had a thorough knowledge of the health field but was well trained in pedagogy and had had practical experience in progressive school systems of the southland. Her objective was "Education in Health; and the Improvement of the Health of the School Child." The requirements of her office called her into every school in the county and brought her into close contact with every teacher. Success attended her efforts from the very first day she entered upon her duties.

A Joint Project

The query arises as to the relation which the organization bears to the state and local governmental agencies responsible for public health. This relation is vital. The director of health is the county health officer. The State Health Department furnishes general counsel and technical advice. The county through its county court (legislative board) bears the expense. Increased local support appears to have come from year to year in proportion to community understanding and interest.

The record in Rutherford County indicates the practicability of considering rural-health education as a joint project of the department of education and the department of health. One essential for success in this phase of activity appears to be the leadership of some one person who on the one hand is able to visualize the whole scheme of the two departments concerned, and on the other hand is able to develop a program which is sound according to both public education and public health standards and integrated with the routines of both services.

Again an inquiry may be made as to the place of the nursing staff in the work of the health unit. It is well to observe that no attempt is made to set up a separate and dis-

tinct organization for the handling of school nursing. It is carried on as a part of the general program of county health work. While there is a director of health education who devotes her time to the duties incident to her office, only a part of the time of the nurses is devoted strictly to schoolwork. Separating her field-service duties we find she spends

7 per cent of her time in health centers,
7 per cent in schoolrooms,
25 per cent in nursing visits.

This "composite" nurse made 122 visits per year to schools, inspected 133 children in 6 classroom inspections, saw 47 pupils for special inspections, assisted the doctor in the examination of 98 preschool children, conferred with teachers 237 times, helped at the examination of 447 school children, and gave 81 classroom talks and lessons. Because she had learned that teacher and community participation was generally more effective than the individual nursing visit in stimulating correction of defects in school children, she paid only 212 such visits per year.

No health program is complete without attention to the sanitary conditions of homes and schools within the area. It was found that sanitary service was rendered in two distinct

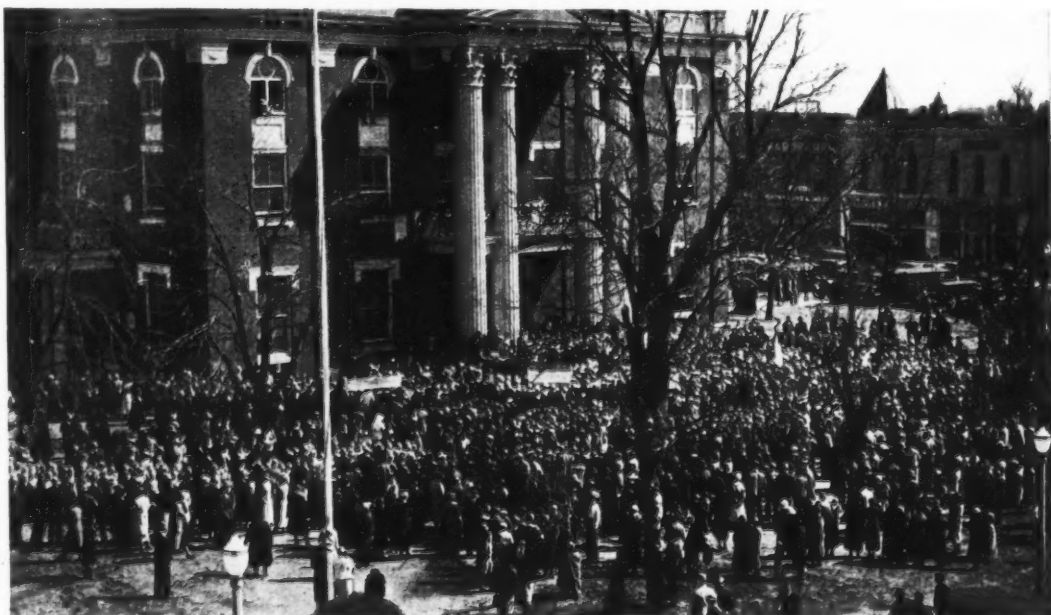
periods. The first period of more than two years included in the main education and demonstration. Usually local schoolhouses were utilized as centers from which information and new ideas were disseminated. During the next three years as public understanding developed, more definite steps were taken to secure specific results and a reasonable quota of accomplishment followed.

The lack of sanitation in rural schools constituted a very real and serious problem. In the beginning only 5 schools, all in towns, had sanitary toilets; 72 had insanitary toilets; 24 had no toilets. Only 15 per cent had protected water supplies and 95 per cent used the common drinking cup. About half of the classrooms were judged to have adequate lighting. In 5 years, 67 per cent of the schools had sanitary toilets, 57 per cent had protected water supply, and 81 per cent had drinking fountains or used individual drinking cups. It is important to note not only the percentage of schools improved on special details, but the percentage of school enrollment affected. Thus the schools with sanitary toilets served nearly 86 per cent of the school enrollment and the schools that had protected water supplies were attended by 81 per cent of the pupils enrolled. The common drinking cup is now used by only 9 per cent of the enrollment. The classroom has been improved to such an extent that 90 per cent are judged adequately lighted.

The Central Program

Built up through the school system was the central health program which included encouragement in the correction of the physical defects revealed by the doctor's examination; immunization against typhoid fever, diphtheria, and smallpox; and encouragement in the practice of health habits, with special emphasis on an adequate supply of milk, vegetables and fruit, plenty of fresh air and sunshine, the proper amount of rest and sleep, and common-sense cleanliness. These standards were interpreted through direct instruction in hygiene and physiology in the grades, indirect instruction through correlation of health materials with other subjects, and demonstrations in sanitation.

The daily health record kept by each child and checked regularly has aided in stimulating the practice of health habits both at home and in the school. Weighing and measuring of pupils which was gradually introduced and popularized; the morning inspection for cleanliness, neatness, and for detecting signs of com-



THE SCHOOL HEALTH PROGRAM IN RUTHERFORD COUNTY AND MURFREESBORO is the occasion of an annual civic demonstration. The photograph shows a part of the 3,500 children enrolled in the city and county schools and their parents after the Blue Ribbon parade in the yard of the county courthouse, March 11, 1935. Cups and certificates are being awarded the winning schools from the front portico of the courthouse.

municable disease; the practice of daily physical-education activities; the health score-card and record always in full view of every pupil in the schoolroom; and the "blue ribbon" plan all helped forward the work of the health forces in the schools.

The "blue ribbon" plan just mentioned deserves more than passing notice on account of the zeal with which the pupils and teachers used it and the beneficent results which came therefrom.

Since 1926, the "blue ribbon" program has been used effectively in Rutherford County as a means of motivating children and parents. The educational forces in the county system and in the schools of Murfreesboro, have thoroughly co-operated with the department both in the promotion of the "blue ribbon" program and in the study of it to keep the educational aspects of it in the foreground. Though criticisms are frequently heard of the giving of awards on the basis of physical fitness or correction of physical defects, it is believed that the co-ordination of the educational forces with the public-health program in Rutherford County has adequately safeguarded its functioning here so that little if any harm has been done and a tremendous amount of good has resulted. It is doubtful if any other device would have been as effective in developing the child's interest in sound health and the correction of physical defects, or in crystallizing the interest of the community in the whole scheme of public health. For a certain age-group this device will probably continue, if thoughtfully administered, to serve a useful purpose in health promotion.

Present Blue Ribbon Program

At the present time, the "blue ribbon" plan functions in all schools, white and colored. In 1935, blue ribbons were awarded to 3,555 school children. Of this number, 956 had to have one or more defects corrected in order to qualify. In six schools, in 1935, the number of blue ribbons awarded equaled 100 per cent of the average daily school attendance. This does not mean that there was not a child in school who had an uncorrected physical defect but that the number was so small that it was less than the difference between the enrollment and the average daily attendance. The basic requirements for the award of a blue ribbon to a pupil are:

1. Satisfactory progress in studies.
2. Amenability to the ordinary requirements of school discipline.
3. Co-operation in the practice of health habits.
4. Freedom from remedial physical defects.
5. Immunization against typhoid fever, smallpox, and diphtheria.

It is estimated that the local success of this method of stepping-up the progress toward individual health, while not entirely original, has justified its spread throughout Tennessee until over 50,000 children annually are now being reached by it. An examination of the elementary-school records of Rutherford County a few weeks ago showed that 92 per cent of the elementary school now give a negative reaction to the Schick test, 92 per cent are vaccinated for smallpox, and 80 per cent are immune to typhoid fever through the establishment of artificial immunity.

Medical, nursing, and clerical personnel familiar with the organization and conduct of the work in Rutherford County have been utilized since 1930 by the state department of health in the Field Technical Unit which assists full-time county departments in meeting problems of organization and administration. Beginning in 1929, Rutherford County

and its health department became a training area for health officers and medical students attending Vanderbilt University, and later for the nurses, both undergraduate and graduate, associated with the school of nursing of the same institution. To date, well over 400 health officers, nurses, and medical students have had the advantage of intimate contact with work of the department, and, as a result of the interest aroused, a number of medical students and nurses are turning to public health as their field of specialization.

In a less formal, but very effective way, the department has influenced health practice through visitors from other states and from more than two score foreign countries, who spend from a few days to six weeks in a study of the principles underlying the health program

and the simple but effective methods used in applying same.

Many of the problems that seemed almost insurmountable ten years ago have been attacked and solved or the formula for their solution has been applied. A long distance has been traveled. Measured by the "rural appraisal form" of the American Public Health Association it appears that a health service scoring 110 points out of possible 1000 in 1923 has now grown to one scoring 814. Best of all, the schools in this county have accepted health education in practice as well as in theory as a part of their normal function and each year it moves forward along beside the academic requirements with the generous assistance of teachers and the enthusiastic co-operation of pupils and patrons.

Qualifications of the Instructor for the Ungraded Class

Catherine Landell¹

In planning for an ungraded room one must primarily consider the people concerned, the teacher, and the pupils.

Of first consideration is the instructor. She marks the success or the failure of the work. What are the needed qualifications? Kindness, true sympathy, an ability to cope with most situations, good health, excellent taste, culture, originality, tactfulness, sternness tempered by humanness — above all, a sense of humor and a love of life.

A big order? Yes, it's a big task that she's undertaking. There are teachers who possess most of these qualifications. Try to choose one from the present school staff, one who is truly in sympathy with the underprivileged children. It is best that she understands local conditions, social and industrial. Then she can plan her curriculum with an eye to the needs of the community.

The teacher who is cultured and who has many interests can relax outside of working hours. She comes back to the classroom rested, alert, eager to pass on to the others the joys of life. Hobbies are not frills to be laughed at. They are real lifesavers to the people who deal with nerve-wracking, depressing problems. So note the teacher who is interested in music, drama, gardening, leather work, collections of all kinds, anything that can take her away from the atmosphere of her classroom.

A Good Disciplinarian

Her discipline must be excellent. This does not call for the rigid, stern discipline of the past, the sort that demanded that all pupils sit without speaking throughout the school day. It should be discipline of finer quality than that, discipline that demands industry and obedience. A room filled with absolute silence does not denote that good work is being done. There are times when the room must fairly buzz with the noise of orderly work. However, the handicapped child will always have to work under the directions of others. He must learn to obey, to respect authority, and to follow directions to the best of his ability.

The one selected for the work needs to be temperamentally adapted. She must be enthusiastic and capable of sharing this enthusiasm with the youngsters. Physical and mental handicaps generally result in a lasting feeling of inferiority. A life of dread and fear and little confidence will lead to melancholia. She must be

able to give encouraging praise to the task well done, no matter how trivial it may be.

The compensations that nature makes to balance physical limitations will help carry a person out from his defects. To offset these weaknesses, one must find another means to dominate. Unless this is wisely and carefully guided, it will have a vicarious or a destructive outlet. So the instructor must have a keen sense of observation. She must be able to see and wisely use every tiny speck of the abilities of each child.

Special Training Necessary

Should the teacher have special training? Yes, when possible. Training in the giving of standardized tests and in the special education of handicapped children are necessities. A study of remedial work, a fair amount of work in the teaching of simple arts and crafts are real assets to the special room teacher. She should be able to teach the easier folk dances and organized games. However, she can acquire these at summer sessions or through extension classes. Better a good, successful teacher who knows local conditions, than a highly trained specialist who does not understand the needs of the community. The music and art supervisors and the physical-education teachers should help in planning the work for this group just as much as they aid the teacher of the ordinary group.

The teacher must be one who can give practical training in the things relating to real life problems. Although the moral and the ethical sides of these problems must be kept in mind, she must not grow overly idealistic. This is baffling to one who can grasp only a little at a time.

She needs to understand and make use of all the laws of learning. Only a few facts simply prepared can be presented at one time. She needs to remember that emotions are the root of all human behavior and that instincts are at the base of all emotions. She must approach the child through all channels, visual and auditory. Her instruction will be largely individual, making use of each child's easiest way to learn. Never will she lose sight of the fact that success along some line is a necessity to the child.

"A large amount of success, with enough failure to learn from, is happiness."

With these qualifications in mind, select your instructor, give her all possible encouragement and support. She will need them.

¹Teacher, Fort Lupton, Colo.

School-Board and School-Executive Relationships

Roy H. Brown, Esq.¹

Members of boards of school directors and boards of education are public officers and as such are in positions of public trust. They do not function individually, but as members of a board which, in law, is stated to be a quasi-municipal corporation.

Functioning as a board, the president or members thereof have few if any powers or privileges outside the scope of board action. The president of a board of education is in no proper sense an executive officer. His acts and doings are limited to the will of the board of which he is the presiding officer. He participates in the consideration and declaration of school policies, but he is not the executive force that carries such policies into execution.

The function of a board of education or of a board of school directors is a rather simple matter in the sparsely populated districts where the relationship between the board and the teacher is immediate, but these functions become more complex as the jurisdiction of the board expands and extends over a larger center of population. With the larger enrollments, increased number of teachers and instructors, larger budgets, and enlarged curriculum, executive supervision becomes an important factor, and the position of superintendent of schools has developed as a practical necessity. It has not come about by virtue of constitutional provision or legislative enactment. Its establishment rests upon a power implied in a general power, such as, "the board of education shall establish and maintain common schools." Thus in the school law of Illinois, except as to the act applying to school districts having a population of 500,000 or more, the position of superintendent of schools is referred to in only two acts — the tenure act and the pension act. It is somewhat unusual for a position dealing exclusively with public affairs to be so well established in the minds and thought of the people without the authority of specific constitutional provision or legislative enactment.

It is well in my opinion that such is the case. I hope superintendents of schools will have the good sense to keep the positions free of specific designation in the statutes. I hope for the sake of efficiency in the promotion and administration of public education, that the position of superintendent of schools will not become a public office.

Inasmuch as the superintendent of schools is merely an employee of the board of education or board of school directors which he serves, and inasmuch as his duties and privileges are not limited by specific definition, he may exercise executive powers and duties, curtailed and checked only by the board of education to whom he is responsible.

He should, therefore, be the chief executive of the particular local school system, not a chief executive with the independence and exclusive functions that public officers generally have, but an executive in the sense that he is head of the other employees of the board of education and the officer through whom the board of education makes its contacts with the various departments and individual employees of the school system.

Since the position of superintendent of schools is of such vital importance for the proper administration of the public schools, what has the board of education under whom the superintendent serves a right to expect of him?

What the Board May Expect

1. The board of education has the right to expect that the superintendent will be a profes-

sional man or woman, which at least means that he or she is imbued with the ideal of service to humanity; that in contact with members of his or her profession, this ideal will be stressed and maintained; that he has had such training and discipline as will enable him to bring to the workbench of education the tools of simple analysis, clear perception, and a rational appraisal of educational theories and experiments.

2. The school board has a right to expect leadership of the superintendent. This means that when matters arise in respect to policies, the appointment of teachers, and the expenditure of public money, the position of the superintendent of schools shall be known definitely and clearly. Frankness and candor are virtues which a school board always appreciates. Differences among board members should not be the signal to the superintendent of schools to look wise and say nothing, if there be involved in any way the efficiency and honesty of the public service. If the executive will not come forward voluntarily, he should be smoked out with a simple question, "What does the superintendent of schools think about this matter?"

Leadership also means that the superintendent of schools be constantly on the alert for better methods of instruction and more efficient management of the schools; that such knowledge and information will be obtained by contacts with fellow educators, in group meetings and assemblies, by a reasonable familiarity with the current professional literature, and by definite study undertaken occasionally in some institution of higher learning or upon his own initiative at home. Such contacts, reading, and study mean growth and growth means ideas and the presentation of ideas in understandable language means leadership.

3. The board of education has a right to expect of its chief executive a sane tactfulness that will enable him to get along with his corps of teachers and other co-employees. He will, of course, always remember that the school system is not his; that he is only the servant of that body which temporarily controls public instruction in the community. The superintendent of schools is in a position to understand the problems that confront his teachers, and it is his duty to represent them fairly when their acts and doings and their relationship with the board of education are up for consideration and discussion.

4. The board of education has the right to expect its superintendent to place before the public upon proper occasions information about the local school administration, and to meet adverse criticism based on misunderstanding, with an accurate statement of facts. In his contacts with the public and with groups of citizens, the superintendent may well remember that he is the ambassador representing the schools of the community. The people of the community are vitally interested in their common-school system. Much valuable information can be given through the press in the way of news items, and the superintendent's office is the logical place for such information to be cleared and released.

What the Superintendent May Ask

a) From a new school-board member the superintendent can reasonably expect a few months of probation and observation before taking up the weapons of "reform." After a period of observation has passed, such information is likely to be obtained that the spirit of faultfinding will be stilled.

b) From any member, the superintendent of schools has a right to expect contacts with him or his office for information about any matter

concerning which a member may have heard gossip or information from outside sources.

c) Whether it be a matter of building a schoolhouse or making a repair, a matter of finance before the business committee, or one involving supervision of teaching before the teachers' committee, the superintendent of schools has a right to assume that he will be consulted on all acts and his recommendation requested.

d) If any radical change in policy is contemplated, whether it be of expansion or retrenchment, it is only fair that the plan and method be submitted to the superintendent of schools for his consideration and recommendation.

e) On appointment of personnel, whether it be teacher or custodian or other employee, the superintendent's recommendation in the one case and his approval in the other should be forthcoming as a matter of policy. Recommendations of personnel by the superintendent of schools and investigation and consideration by the teachers' committee before board action, generally result in supervisors and teachers attending to their jobs and smooth operation of the school machinery.

Co-ordinate Officers Inadvisable

In this discussion I have suggested that efficiency in public-school administration would be enhanced if the superintendent of schools by rule or resolution of the school board shall be designated the chief executive. I am aware that there is a difference of opinion about this matter, and there is the group which believes that there should be two or more executives, neither of whom shall be responsible to one, but each connected by a chart line which takes him directly to the school board. This setup classifies school administration into two or three divisions, and designates them as the Educational Department, the Business Department, and the Legal Department. In the school law of Illinois, which pertains to districts of over 500,000 population, this classification is set up in detail, and the powers and duties of the head of each department are specified. Such a classification means that the board of education must make its contacts with three executives, each with equal power in his sphere of action, and must rely upon three executives to execute the matters and policies which it has directed by board action. I submit that such division of executive power is likely to make for inefficiency rather than for efficiency unless the three shall have a co-operative spirit that is not often found among executives of equal rank.

The whole purpose of the administration of the public-school system is the training and development of youth of the community. Such is the great trust which the law imposes upon the school board. The whole system is an educational department. Every policy or matter of supervision which, under the theory of divided authority, shall rest with the superintendent of schools, relates to finance or business. This executive should know as much about the school budget as he knows about the qualifications of a school teacher, or the desirability of a change in curriculum. If he cannot master the school budget as well as any other executive employed in the school system, his capacity for any executive position can well be questioned.

Likewise, the superintendent of schools should have some general information about all supplies and equipment used in the school system. This, of course, does not mean that he will be cluttered up with detail, but when facts are

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Legal Responsibilities of the County Superintendent in the United States

Frank W. Cyr¹ and Andrew Kobal²

American communities in rural areas have outgrown their governmental units much as a child outgrows his clothes. Modern means of communication have increased human contacts until isolated villages and open country neighborhoods are now integral parts of one community. Common interests of adjacent communities are displacing competition between them in many fields. The structure of local government, planned for pioneer conditions, does not fit these new communities. It is too narrow and restricted. Many of the old functions it was created to perform have disappeared, and it is unable to perform the duties which present-day life demands. It has split out at the seams, and throughout the nation, states are busily patching up the places which have given way, or designing a new suit which will really fit. State legislatures and governmental leaders are frantically attempting to reorganize local government.

One of the most important phases of this problem is that of reorganizing the administrative structure for education. In this reorganization the administrative office set up midway between the local school and the state department of education is an important factor. This office is usually known as the *county superintendency* and will thus be referred to in this article, although many states have recognized the fact that the political county varies so in size that it is often too large or too small for administering schools. These states have used some other type of intermediate unit. In Utah it is the District-County, in Virginia the Division, in New York the District, in New England States the Supervising Union, and in Nevada the state is divided into regions or areas. These are all *administrative or supervisory units* which include within their boundaries a group or "federation" of *attendance units*. All have an administrative or supervisory officer who for convenience here is called the *county superintendent*. The present tendency is to increase the administrative responsibilities assigned to the county superintendent. The county superintendency is more and more looked upon as a professional agency in the administration of education, and its responsibilities must be realized in terms of current educational needs rather than in terms of its original semipolitical status. To attack the problems of reallocating responsibilities to the county superintendent, it is necessary to know his status throughout the United States and compare the way in which responsibilities have been allocated to him in different states.

That is the purpose of this article. It shows the present legal allocation of administrative responsibilities to the county superintendent by states. His mandatory duties as shown by a careful survey and analysis of state laws are summarized in the accompanying chart. It should be noted that this chart refers to the officer responsible for a number of schools scattered over a considerable geographical area. These statutes are those which apply to the state generally. In a number of states there are special laws for one county or a group of counties, as in Texas which has over 20 counties operating their schools under special laws. This chart does not include the regulations of

state departments on the county superintendent's duties except in New Jersey where they are printed in the state school code. The states are arranged into three geographical divisions according to the United States census—the Northern, Southern, and Western states.

The responsibilities of the county superintendent are arranged under nine headings: school supervision, personnel administration, buildings and grounds, textbooks and supplies, school finances, district boundaries, other administrative responsibilities, and special legal functions. The data in the chart represent the latest revision of the statute used. This chart does not attempt to present a detailed picture for any one state. The duties of the county superintendent are too varied and too complex for that. It does show the general type of duties legally required of the county superintendent so that any state may compare itself to other states. In states providing for a county board, this board is usually responsible for assigning to the county superintendent duties which would otherwise be assigned by law. It should be noted, however, that even in these states the work of the county superintendent is partially fixed by law, through the allocation of certain duties to him.

School Supervision

By far the most universal duties of the county superintendent may be found under supervision. The fact that the provisions for this type of activity appear most frequently, indicates that the legislators consider the office as particularly adapted to the direction and guidance of schools under its supervision. Thus, the statutes of all 48 states prescribe that the *intermediate unit* shall be responsible for the supervision of the schools within its county, district, division, parish, or supervisory union. As one of the basic duties of the office, "general supervision" may imply visitation of schools, and all phases of supervision. The statutes of six states mention only the duty of general supervision, 42 states require the county superintendent to visit schools. An annual visit to each school under supervision is made mandatory in most of these 42 states, with additional visits at the discretion of the superintendent.

Specific rules for instructional supervision are found in 28 states. This function of supervision over the methods of instruction seems to be primarily to evaluate the ability and methods of teachers, and raise the general standards of the instructional program and the physical plant.

Eighteen states require the superintendents to enforce courses of study. The legislatures in several of these states felt the necessity of specifying courses in health, hygiene, civics, and American history. The statute referring to the enforcement of courses is always general, implying, however, that the county superintendent shall enforce those courses of study which are required by the state department.

In six states the provision states that the county superintendent shall prescribe courses. In such states as Indiana and Missouri this provision means that he actually has the authority to determine curricula, whereas in New Jersey, he is called upon only as an adviser.

Grading and standardizing schools is by

necessity closely connected with instructional supervision although conditions of the physical plant are important. The county superintendent in 10 states is vested with this function.

The periodical teachers' institutes form an interesting phase of the county superintendent's activities. The laws of 34 states have, for the most part, elaborate provisions for the conduct of these conferences held at least once a year. The superintendent who presides over them is instructed, according to some statutes, by the state superintendent; but the value of these institutes depends largely on his own educational leadership. He is often empowered by law to rigorously enforce attendance of all teachers. These institutes which last from one to three days, are held annually or more often. They may be held jointly for adjoining counties, as in Nebraska.

A general provision stating that the county superintendent "shall promote public interest" is found in the statutes of 15 states. In addition, he is to devise ways of uplifting the standards of education and promoting public co-operation. The law in this respect is rather a reminder of his responsibility for leadership than an enforceable compulsion.

Personnel Administration

The variety of responsibilities in the relation of the superintendent to the school personnel of his county makes him, in a sense, an administrative director over the whole teaching force. He holds teachers' examinations in 21 states, issues teachers' certificates in 10 states, recommends teachers for appointment in 18 states, appoints teachers in 12 states, determines their salaries in three states, recommends them for promotion in nine states, examines their contracts in nine states, requires reports from them in six states, and serves as their adviser in 34 states.

It should be kept in mind that while all these functions are mandatory they are to some extent modified by law and practice. Although only six states require him to do so, the superintendent almost invariably requires reports from teachers. By law, for instance, the county superintendent is not empowered to issue certificates for higher than elementary grades, and this only for a limited period of time. Moreover, the appointive power may be limited to cases of urgent needs, such as filling vacancies. In three states he is legally responsible for the appointment of attendance officers.

The county superintendent has many other legal responsibilities in relation to other school personnel. Statutes permitting the appointment of deputies to assist the county superintendent in supervisory capacities are in force in 19 states. In addition, he may be vested with the power of appointing clerks and stenographers for his own office, and janitors and attendance officers for his districts.

Pupils

In addition to general requirements providing that the county superintendent "shall stimulate interest among pupils" in six states, the statutes in 17 states empower him to classify pupils, and in six states to issue employment certificates to children of school age. These provisions may be considered discre-

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still considered a local problem. In only four states is the county superintendent entrusted with the duty of its planning and supervision.

Special Legal Functions

The county superintendent is often considered a law-enforcing agent for educational laws. Only six states vest him with power to make regulations. The statutes of 35 states stipulate that in the enforcement of the school law, he shall act as a representative of the state department of education.

His responsibility both to the state and the county is evident in some of the 21 states which make him an active or *ex officio* executive of the county board while he is representative of the state educational department. Moreover, he may be responsible to the districts, especially in those states which provide for his election by the representatives of the component districts as well as in 15 states where he is required by statute to call district meetings.

A semijudicial power which is entrusted to the county superintendent in 15 states provides that he shall hear appeals from the decisions of districts and of teachers. Moreover, he is called upon to mediate disputes among districts in regard to boundaries. His decisions may be final in some stipulated minor matters but more often may be appealed to the state department of education.

A considerable variety of other duties of the county superintendent are found in the laws of individual states. These relate to the observation of school holidays, such as Arbor Day, Patrons' Day, Good Roads Day, Fire Prevention Day, etc. The county superintendent is required to organize contests among schools in Minnesota; he is ordered to study rural problems in Missouri, and to conduct statistical studies in South Dakota.

The state department of education generally expands and interprets the statutes assigning duties to the county superintendent. In New Jersey, for example, the school lists over 70 different duties prescribed by the state board of education. Although this state has a more elaborate definition of duties than many other states, it illustrates the point that the legal statutes form only the framework in which the office functions.

Three important factors in determining the importance of the county superintendency, which are not shown on this chart, are the county board of education, the extent to which the county superintendent is responsible for secondary education, and the maximum size of school under his jurisdiction. Where there is a county board, certain responsibilities are vested in it which would otherwise be assigned to the county superintendent by statute. The board is then largely responsible for defining the functions of the county superintendent. In some states he has practically no responsibility for secondary education, while in others he is equally responsible for all grades from one to twelve. In a few states he has charge of all the schools regardless of size; in others he has practically no responsibility for any, except those in the open country.

Conclusion

All states have found the necessity of creating an intermediate office for administration and supervision between the local attendance unit and the state department. In all states they include a group, or "federation" of attendance units which were considered too small to assume certain responsibilities and perform certain duties effectively and economically. In a few states this office is an integral part of the state department of educa-



MISS AGNES SAMUELSON
Des Moines, Iowa.

Miss Agnes Samuelson, recently elected president of the National Education Association, is a native of Iowa. She received her common-school education in Shenandoah, and was graduated from the Western Normal College with the Degree of B.A. The Degree of Doctor of Letters was conferred by Augustana College, and from the University of Iowa she received the degrees of B.A. and M.A.

Miss Samuelson has had an extensive educational career, as teacher, high-school principal, county superintendent, and college professor. She was professor of rural education at the State Teachers College at Cedar Falls, and has been Superintendent of Public Instruction since 1927.

tion, with the chief officer appointed by, and responsible to it. In many states this office is filled by the people at a general election, and is responsible directly to them. Other states have created a setup, between these two extremes, in which the chief officer is appointed by a board to which he is responsible for certain duties, while at the same time he is directly responsible to the state department for other duties. The present trend indicates that somewhere in this latter area will be found the most satisfactory arrangement.

While the number and importance of the responsibilities assigned to this intermediate office vary widely, over forty states require general supervision, visitation of classes, and reports to the state department of education. In addition, more than two thirds of the states assign to the intermediate office by statute the responsibility for holding teachers' institutes, advising teachers, keeping a record of their own activities, keeping a record of contracts, and acting as a representative of the state department of education.

The wide variations in the responsibilities assigned to this office indicate that it will not and should not be set up on exactly the same pattern in all states. The size of the state in area, population and wealth, the density of population, the concentration of population, the organization of the state department of education, the type of local attendance unit, the case of making human contacts, and the historical development of the state are all factors which make for special adaptations.

However, each state should know and profit by the experience of the others. It should also be aware of the general similarities of the office which functions between the small-attendance area and the state department of education. The office is definitely conceived as responsible for supervision. During periods when the boundaries of attendance units are being set up or reorganized, this is considered one of its chief functions. In some states it will probably remain primarily a part of the state department, while in the majority of states the trend is toward primary control by

the people of the area served through a county board of education.

The states are arranged in the chart by geographical divisions to group adjacent states more nearly together. The chief difference is between the northern and southern states. In the southern states the county tends to be the chief administrative unit, while in the northern states the local district, or attendance unit is more important. A well-rounded administrative setup will assign to each type of unit—the attendance unit, the larger administrative unit (county), and the state—those functions in the provision of an effective educational program which it can most effectively perform.

THE SUPERINTENDENT AS A SUPERVISOR

With the exception of a small group of laymen, no one today questions real supervision. By real supervision is meant that type which is truly democratic and which has as its aims (1) the improvement of instruction, (2) the extension of training to the teacher in service, and (3) the encouragement of good work. Just as pupil participation in any school is one characteristic of efficient teaching, so is teacher participation in a supervisory program characteristic of efficient supervision.

Miss Minnie Bean, state supervisor of elementary schools, Olympia, Wash., in an address given recently before the Washington State Teachers' Association, contended that the local public-school system is obligated to insure training-in-service for teachers coming into the school system. Internship for prospective teachers is beginning to receive the attention of those responsible for teacher preparation and supervision, said Miss Bean. Such a plan has many advantages to recommend it, and the candidate should have sufficient opportunity to work in various phases of his chosen field while receiving a nominal sum for his services. The administration, through careful guidance, should be able to direct the efforts of the intern so that special abilities, or the lack of them, will manifest themselves. The candidate can then be given the opportunity, aided by the superintendent, to decide whether he or she will continue the teaching career.

As chief executive of the school system, continued Miss Bean, the superintendent must be not only an administrator but a supervisor as well, and he must be all things to all men. He must be able to counsel with mothers of pre-school children, with the first-grade teachers, and with the school board on every phase of the school plant and equipment.

In fulfilling his duties as supervisor in the small school, the superintendent with a full-time teaching program faces the most difficult problem. He can, by rotating study periods for classes, provide opportunity for visiting classes at every period of the day. The most careful budgeting of his time is, however, necessary. Essential duties must be viewed in their proper perspective and routine matters must consume a minimum amount of time.

As an essential part of his work as supervisor, the superintendent is obligated to make provision for various teaching aids. He must have a knowledge of the value of every type of teaching aid, its usefulness to the teacher, its organization, and its sources. So too, the superintendent must know the salesman who offers the school textbooks, teaching aids, and supplies so that the money of the school may be spent to the best advantage.

In evaluating the results of teaching, the superintendent must know the type of test which will best serve the purpose in testing a particular subject. He must know the relation of problem cases to reading disability. He must recognize the fact that a low score on a general achievement test does not always mean low intelligence, but a lack in some phase of teaching procedure. We must know that the measure of achievement in a remedial program is not only the improvement in the subject, or scores made on tests, but also the improvement in achievement in the content subjects.

In his daily supervisory routine the superintendent must recognize the assignment as the key to the establishment of study habits, the medium through which the stage is set. He must see the value of a program and must recognize and aid in the elimination of artificial motivation.

(Concluded on Page 84)

Worried School Boards, Feather Dusters, and a Nervy Young Man

New Doctrine for Monroe—X.

Brooke W. Hills

In any town approximating the size of that delightful metropolis, otherwise known as Monroe, such a series of events as we have just described could not possibly go unnoticed by members of a board of education. Particularly was this true in the case of that august body which had brought Mr. Smith B. Hamilton into their midst to rejuvenate their school system. It will be remembered that several of these Monroe members had been a little doubtful in the first place as to his fitness for the position, although they had fallen hastily enough into line when it came to the final showdown. Of course, they reflected, it was their business to stand behind their choice for a reasonable length of time, no matter what happened. Yet, like most people shoved into the limelight by the voters, they hoped it just wouldn't happen.

But in three months' time there already had been those editorials in *The Item*, pointing out the delinquencies of their new school superintendent; such editorials were soon followed by gossip that filtered into town of the visiting delegation from Irish Hill and elsewhere, those angry members of other school boards dedicated to the altruistic proposition of changing the maps of offending editorial writers. They learned of assemblies of high-school boys, gathered together for the express purpose of observing an Olympic wrestling champion in action. Almost every day, now, these and other unusual matters kept coming to their attention.

To be sure, every last one of them, right down in his heart secretly approved this new order of things. They realized as well as any school-board members might realize that about one hundred per cent of all this pother was just so much arrant nonsense, stirred up by a group of disgruntled professional troublemakers. But in spite of this, in spite of their perfect realization that it might require a stick of dynamite to wake up a school system which had peacefully slept in a complacent rut of twenty years' standing, in spite of the unmistakable signs of progress cropping up in every direction, like any other human beings they gave an anxious thought every now and then to the situation that was rapidly developing. To be more specific, three or four members of this Monroe board of education were beginning to acquire a feeling that where there was so much smoke there might possibly be a little more fire than they cared to admit. And, too, although the school election was still several months away, occasionally these same three or four cast surreptitious glances at the calendar, and experienced a few premonitory twinges in the knee.

Of course, more than one board member in almost any town has been known on occasion to state publicly his entire willingness to let someone else have his job any time the people don't want him; yet, a good many of these same unselfish patriots have also been known to peel off their coats and go to work instantaneously to get the boys out, if, perchance, sinister rumors reach their ears of possible upsets at the next school election. Incredible as it may seem, most board members are only human—and most people don't like the idea of losing a job, thankless though it may be. The Monroe board was human.

We have mentioned still other reports. For instance, there was the account told across more than one supper table one evening.

"You know, Mr. Hamilton has been saying right along he wants us to go ahead and hold dances and get up decent football schedules, and organize all sorts of clubs. We thought maybe he was just talking this way to make us think he is a good fellow; but he keeps right on saying the same things, so this morning at assembly, Bill Earl got up and said,

" 'Well, Mr. Hamilton, you'll be glad to know Plainview has consented to put us on their basketball schedule for this year,' and then Mr. Hamilton hops up and says,

" 'Plainview has kindly consented to play basketball with us this year! What do you mean, consented? They ought to be mighty proud down there at Plainview that *we're* willing to take them on *our* schedule. Since when have we been obliged to apologize to any other school for living?' . . . Gee, I'll bet Bill Earl felt pretty cheap, and did the school give Mr. Hamilton a big hand! *I'll* say they did! . . . Gee, I'll bet we give those babies a run for their money! They may be bigger

but you bet your life they aren't any better than we are, not any more, anyway." . . . A fair sign that Monroe high school was beginning to wake up, and hunger and thirst to go places. . . . We have yet to see a school that won't—under a dynamic leadership.

Yet another subject of enthusiastic over-the-supper-table discussion was the newly appointed social-science instructor, young Mr. Peter Barron, who had entered on his duties at Monroe with the peculiar idea that boys were made to be gotten along with, rather than to be "bawled out all the while," or kept in after school a couple of hours "just for nothing." This new and refreshing ideal met with a very popular response among the youth of Monroe, who, to the amazement of the Old Guard, proceeded to show their appreciation of this newfound freedom by behaving themselves to an unparalleled degree. But not in every room. This unwonted peace was rudely interrupted one afternoon, when a couple of lusty young sophomores suddenly appeared in Mr. Hamilton's office, yanked hither in the indignant clutch of an angry, sputtering Jackson R. Tyrone.

"I've been telling you, Mr. Hamilton, that these soft-hearted policies you want us teachers to use are going to get us into plenty of trouble. Now see what's happened!" And shaking with wrath, he fairly shoved the two boys into a corner, the next instant banging down on the desk a bedraggled scrap of paper directly under the gaze of the startled superintendent.

"Take a look at that piece of sass and impudence!" bellowed the furious Mr. Tyrone.

Mr. Hamilton very naturally complied with the request. This is what he read—a choice bit of juvenile wit wrested from the hand of the frightened youngster.

NEW JOKE

"Brother Jones, Brother Jones, why does dis yere Mr. Peter Barron make me think of that there old Jack Tyrone? Answer me dat, Brother Jones, answer me dat."

"Brother Brown, I confesses I doesn't know why Mr. Peter Barron makes you think of Jack Tyrone; substantiate yuh'self, Brother Brown."

"Cause he's so enormously different, suh; 'cause he's so enormously different! An' now we've settled up dis momentous question, you're all invited to join me in dat beautiful song, commencing, 'Here's a feather duster dusting where our rooster used to scratch.'"

"Now, what do you think of *that*?" demanded the angry subject of the "new joke."

If Mr. Hamilton had given to this interrogation the first answer that popped into his head, using an old and somewhat slangy expression, he would probably have been arrested. Of course, he restrained what might seem to be a very natural impulse; after all is said and done, there is such a thing as professional dignity. Yet, in view of the planned annoyances to which he had been subjected ever since his entry at Monroe, there were several other pointed replies he might have made. Very readily he might have informed his inquisitor that the culprit responsible for this weak but significant witticism, with one stroke of the pen had come a good deal nearer correctly characterizing the attitude of Jackson R. Tyrone than a ten-page written report ever would have accomplished. With equal ease he might have expressed his gratification that here was one teacher, this new Mr. Barron, who was making himself solid among the boys and girls with almost unparalleled celerity—and asked Tyrone the answer. Very possibly, too, he might have taken this opportunity to call his visitor's attention to a certain passage in an old Book that refers to the words emanating from the mouths of very young children and babes. Deserved as any of these rejoinders might have been, Mr. Hamilton did not yield to the temptation so unconsciously presented. This was neither the time nor place to moralize.

"Well, what are you going to do about it?" demanded Tyrone.

"What would you suggest?" . . . sparring for time.

"I'd like to thrash these little devils within an inch of their lives," was the heartfelt reply. A moment, and then in a thoroughly disappointed tone, "I suppose this fool school law put in by a lot of sapheads down at the capitol won't let us doctor them up the way they should get it; let's kick them out, just as quick as we can."

Whereupon one of the two young gentlemen under discussion, alarm in his voice, hastily interrupted,

"Gosh, Mr. Hamilton, don't do that! Honest, we haven't done a thing."

Tyrone turned savagely upon him.

"D'ye mean to say it isn't nothing to write on a piece of paper that I look like a feather duster or a rooster or something else, and pass it all around a room? Don't you give me any more of your lip! You know you did it."

"I didn't!"

"You did!"

Hamilton, sensing that this battledore and shuttlecock conversation gave every indication of prolonging itself indefinitely, took a long breath and dove in.

"Wait a minute! Wait a minute! Now, Mr. Tyrone, you've produced the goods. I don't propose to have this sort of thing going on in school. But before we go any further, I want to hear what these boys have to say; they're entitled to their day in court, of course."

"Do you mean to tell me you're going to listen to a word out of these fellows?" Without answering the angry question, Hamilton turned to the older of the two boys.

"See here, Benny, I want you to tell me exactly what happened; I want the exact truth. How did you get hold of that piece of paper?"

With a half-scared, half-defiant look at the purple-faced accuser confronting him,

"Bill and I had just got back from physical training, and there was this hunk of paper on my desk, and it said on it, 'Read this and pass me,' and so I did it, and Bill asked me what it was, and just then Mr. Tyrone grabbed me and Bill and yanked us all the way downstairs, and that's all I know about it, and I didn't do it, and neither did Bill, and I tell you we don't know who did do it." . . .

"You infernal little liar!" shouted Mr. Jackson R. Tyrone.

"I'm not, and my dad will fix you for calling me a liar!" . . .

Oh, well; Mr. Hamilton put in half an hour, doing his best as you and I have done many, many times, trying to bring back a semblance of peace into the world . . . awfully hard to patch up a row of this kind; best thing to do is to keep the combatants on opposite sides of the building and away from each other, hereafter. . . . An unsettled peace resulting in a visit much later in the afternoon from a still angry Tyrone, who finally sullenly admitted "he had wondered what the boys were laughing at the whole period in the study hall; and he'd just waited his chance and looked over the shoulder of that good-for-nothing Ben Esmay, and caught him red-handed reading that bit of unparalleled impudence; and, of course, he didn't catch him writing it, but it was just like him, and he wouldn't believe those little devils on a stack of Bibles" . . . or two or three stacks, as an afterthought; and old man Esmay didn't work in town, anyway, and was just one of these would-be nabobs who thought he was too good for other people just because he went to the city every day, and he didn't know what kind of a young imp his boy was . . . and so on, and so on, and so on . . . until, at last,

"Now, Mr. Hamilton, you can see what I'm up against in this school, and of course I know you're the kind of a man who expects to stand by his teachers, and what are you going to do with this Esmay and the other brat?"

"Mr. Tyrone," said Hamilton, slowly and choosing his words with care, "I do expect to stand by the teachers. I've said that from the first. Yet, I've also said that teachers should use due care in their judgments, if I am to be expected to sustain their cause when trouble comes. I'm afraid you were so irritated you failed to think through this case before you brought those boys to me. Consider this matter a bit, bearing in mind all the while that I don't stand for this nonsense, any more than you do."

"It's true you found Esmay with that paper in his hand; he does not deny this. But what did he *actually* do? Read the scrawl? Of course; I think anyone might have done the same thing. Write it? No; according to your own testimony he didn't have time for this. Pass it to the other boy? No; you say yourself the paper didn't leave his hand. There is nothing to show he intended to keep this so-called 'joke' in circulation, although I won't say for a second that this might not have happened, if you had not interfered just when you did. Surely, you don't expect me to punish a boy for what he *might* have done? . . . By the way, Mr. Tyrone, what do *you* think he should have done with this paper?"

"He should have brought it to me," instantly replied Tyrone.

"And been foolish enough to show you something calculated to make you mad clear through? Would this have been good sense on his part? To use your own expression, wouldn't this have seemed five times as impudent an act: to hand this insult to you, knowing its contents all the while?" . . .

And so on, again. But to no avail. Arguments are of little help in such a situation.

Consequently, Tyrone sulked his way home, sore at young Esmay simply because "he'd been laying a good while to get that young one, and show up his father who gets big money for a soft job in the city"; sore at Peter Barron, whom he very unwillingly recognized as a coming force in the school, and with whom he had been ridiculously compared; and very particularly sore at this spineless, la-di-da superintendent, who was a flat flop when it came to backing up a teacher . . . this fellow Hamilton, who seemed to slip past every situation . . . who was stirring up things more and more, so a man didn't know exactly where he did stand. . . . More ammunition for the boys at the fire-house, to be used at the right time.

On the other hand, Hamilton stayed home that evening and received a couple of callers. One was Benny Esmay, the other a well-spoken man who identified himself as his father. Mr. Esmay lost no time in coming to the point.

"I've questioned my son very carefully, Mr. Hamilton, and I am convinced that the story he told you this afternoon is the whole story, so far as he is personally concerned. . . . I don't intend to have my boy misbehave; Mrs. Esmay and I don't send him to school for that purpose. However, we certainly do not intend to have him made the innocent victim of another boy's mischief. . . . I am very glad you believed his story; I have always found Benny truthful." . . .

Esmay knew two or three members of the board. On the way back, he dropped into their homes for a few minutes' private conversation. . . . The next few days he talked to some more of his friends; plenty of time for this on the commuters' trains. . . . "This man Hamilton doesn't look at things around the school the same way the other fellows used to. Gives you the distinct feeling he intends to be fair to the children; makes them mind, and yet they all like him. Has a way with him, I guess. . . . Yes, only *two* down, that time; . . . Doggoned punk hands." . . .

Yes, the Monroe board kept hearing things. Not only of the Benny Esmay scrape, but here were more stories about the new teacher, Peter Barron. For example, that affair at night school, the first evening session —

When Hamilton's secretary, the new Miss Ross, pressed into service to teach Stenography until a permanent teacher might be located, was first surprised, then frightened, then thoroughly angered by the actions of three loudly dressed, hulking young men, who strolled into her classroom in the midst of the recitation, who laughed when their spokesman called back over his shoulder,

"Come on in, fellows; here's a good-looking one!"

While the gentleman's description of Miss Ross was absolutely correct, it is also true that this efficient young lady had been assured of the high quality of her personal appearance a good many times before this by others and in other places. Further, she was altogether too busy with her class to require or wish any compliments of the kind. Particularly from these three. With fire in her eyes, she whirled around and said the first thing that came into her head, which happened to be,

"So what?"

"So we're going to take night school this winter, ain't we, fellows?" And the three, broadly smiling, ambled their way to vacant desks.

It is rather difficult for us to predict exactly what Miss Ross might have done next, although we have no reason whatever for thinking that she required any special help in handling such a situation. But the next instant there was a soft voice from the door,

"Not in this school!" With which remark, young Mr. Peter Barron stepped into the room, and walked down the aisle to the spokesman for the three, who promptly rose to his feet, derisive grin on his face.

"Oh, look who's here! Say, young fellow, do you know who I am?"

"I don't," promptly replied Mr. Barron.

"Well, *my* name is *Blank*!" Whom Peter Barron recognized immediately as a near candidate for championship honors, a resident of Monroe, when he was not performing in the ring on barnstorming trips elsewhere. Having imparted this interesting bit of news, Mr. Blank gave Mr. Barron another leer, evidently with the idea that this disclosure of his own identity would just about settle matters.

"Well," observed Mr. Barron in a patient voice, "*my* name is *Barron*, but strictly between ourselves I can't see what difference it makes. Now that we're properly introduced, you'll pardon me for saying that I don't give a tinker's hoot who you are and who you've got with you. Seek the air; or, in plainer English, kindly get the blazes out of here, and be quick about it!" (*Author's Note: "Blazes" was not the word actually*

employed by Mr. Barron; it is a polite synonym for the expression he did use).

"What? You tell me to get out? Well, well . . . well, I will be. . . Say, fellows, by *gosh* this kid's got a nerve! Going to chuck us out! Well, what d'ye know about that! . . . Say, kid, I *got* to hand it to you. . . . Going to chuck us out! . . . Say, kid, whad-da you do if I took a sock at you with *this*?" And he held up one of those big fists which so often had been raised aloft by the third man in the ring.

"I don't know," replied the dauntless Mr. Barron, "but I assure you, I'm not in the least afraid to find out. Now, are you going or aren't you?" This last in a short, sharp exclamation.

"Kid, I just *got* to hand it to you!" was the admiring answer. "Sure, I'll go! Boy, am I on the spot! Come on, fellows; mustn't take no chances on getting all crippled up. . . . Gosh, what a nerve! . . . Telling me to scram . . . Gosh, what a" . . .

And the rest was lost in the distance, although we presume it was a repetition of the same amazed expression of admiration. Miss Ross turned back to her class without a word; her students caught their collective breaths and went back dutifully enough to their pothooks; while Mr. Peter Barron put away his metaphoric can of spinach, and resumed his rambles around the building. . . . Later on that evening Miss Ross found an opportunity to thank him. . . . "Now, I wonder," thought Mr. Smith B. Hamilton to himself, as he pulled off his light overcoat, and turned on the reading lamp in his own living room at home. "Now I wonder how Barron ever happened to be up there at night school tonight? . . . Doesn't make much difference; most likely he was looking for me." . . .

Naturally, enough, this brave tale of Peter Barron's absolute fearlessness in the presence of great possible danger lost nothing in its telling about town: all the way from that admiring exclamation of the startled girl in the front seat at night school, "My goodness, why that fellow was *twice* as big, yet Mr. Barron wasn't scared of him at all," to Benny Esmay's awestruck remark, "Gee, I heard the fire just *flew* out of Mr. Barron's eyes!" . . . This story in due time reached the

board to give them further occasion for wonder at the new order of things. . . . It confirmed Editor Short in his opinion that Monroe's educational system had surely fallen on evil days; gloatingly he turned in his mind the words of a good, rousing editorial, in which such phrases as "hard-boiled young men, masquerading as teachers, brought to Monroe by our new superintendent who probably expects to use them for a personal bodyguard," would occupy a conspicuous place—at a safer time! . . . It gave to Fisticuffer Blank the most unparalleled delight, this account of his own "bum's rush out of night school"; with many a guffaw of laughter, he slapped his knee and shouted out his favorite characterization, "*Gosh*, what a nerve that kid's got!" concluding with his wholly serious and even more expressive term, couched in this modern English we are coming to hear, "Say, them new fellows up there've got plenty guts; they're O. K. by *me*!" . . . an opinion that carried more weight in some quarters than you might possibly imagine. . . . In the mind of the hard-fisted driller of wells from suburban Irish Hill, this account definitely established the high opinion he had already formed of Superintendent Hamilton and his new selections for the teaching force, although it also filled his mind with the most exquisite envy and regret at his own absence from the scene of battle. . . . There were plenty of reactions, plenty of them.

Yes, the Monroe board heard many things. Many things about this new doctrine that was being inculcated in their schools. And, at last, several reached independently the same private conclusion, to drop in up at the high school and look over matters a bit. . . . Even as you and I might do, especially with a school election drawing nearer each day.

"Schools will be kept open Armistice Day," read a line in one of Hamilton's reports . . . that will be a good time, what with our own day off . . . won't look too much as if we are worried about these stories . . . *do* hope Hamilton is on the right track . . . nice fellow . . . lacks a little in dignity, maybe? . . .

(To be continued)

Liability Insurance Coverage for Boards of Education¹

C. L. Kulp²

In recent years, boards of education have become increasingly conscious of a new responsibility in cases of injuries suffered by pupils or the general public on school property. Probably many school systems have experienced near accidents similar to the three following cases which occurred in Ithaca and which are described here for purposes of illustration.

In a second-grade elementary-school classroom one day, a large picture with a heavy oak frame crashed to the floor when the picture wire, apparently in a rotted condition, parted and allowed the picture to fall. A moment before this happened, several small children were working at the blackboard directly below the picture. Fortunately, they had returned to their seats before the picture fell. It is easy to deduce what might have happened, had the children still been at work.

In another elementary school, the superintendent of buildings, in making an inspection of floors, found that the joists underneath several second-floor rooms were rotted at the ends. Many children in these rooms were performing vigorous setting-up exercises several times each day. All who saw the condition of the floor joists, after they were uncovered, were at a loss to understand why this floor had not given way years before.

In a third school, a heavy plastered ceiling, of old-fashioned type, crashed during the night. What would have happened here, had the

children been at work in the room? These near accidents are matters of great concern to boards of education and superintendents of schools. Aside from the financial responsibility which might be placed on a board as a result of a school disaster, the just criticism of a community in which such an accident occurred would be almost unbearable, despite the fact that every possible precaution had been taken by custodians, principals, superintendents of buildings, and others. Conditions, such as those described above, frequently exist for some time without the knowledge of the board of education or the superintendent of schools.

While the near accidents described above caused concern, those who might have been responsible were able, in each case, to congratulate themselves upon the fact that no one was actually injured. A real accident occurred one day on the high-school athletic field, when, during an exciting moment in a football game, five sections of new steel-supported bleachers collapsed under the weight of an excited crowd of spectators. Fortunately, no one was killed, but the cost of settling claims arising from this accident exceeded the three-year premium rate for liability insurance which would have fully protected the board of education. Unfortunately, the company manufacturing the bleachers, a nationally known concern, has not paid a penny toward the settlement of any of these claims, nor has it admitted responsibility in any way for the failure of their bleachers to stand up "as advertised."

As a result of the above experiences, the at-

torney of the Ithaca board of education was asked to advise the board concerning its responsibility and to suggest whether or not it might be well to purchase liability-insurance coverage. Excerpts from communications addressed to the Ithaca board by its attorney indicate the position of school boards in New York state in the event of accidental injury of pupils or of the general public while on school property, provided, of course, that the board concerned, or its representatives, has been negligent. Some of these excerpts are as follows:

What the New York Law Says

In New York a rule of nonliability of a board of education has not been followed in recent years, and a new rule has gradually been developed under which a board of education is held liable for injuries resulting from its own acts of commission or omission resulting in injury to pupils or others lawfully upon school properties. The New York courts lay down a rule that while a board of education is not a civil division of the state, it is a governmental agency and is not exempt from liability for its own dereliction. The individual members of the board, however, are not held responsible; nor is the board held responsible for the negligence of its employees and agents. . . .

Under this rule of liability, therefore, the board of education as such is liable if school buildings, school grounds or school apparatus are out of repair and as a result injury is caused to one lawfully upon the school property. For example, if the ceiling should fall and injure a pupil, and the condition of the ceiling might have been ascertained in the exercise of reasonable diligence, the board

¹Address delivered April 12, 1935, before the New York State School-Board Convention at Ithaca, New York.

²City Superintendent of Schools, Ithaca, N. Y.

would be liable, notwithstanding whose duty it was to inspect the ceilings and he had failed in the performance of that duty. So also, in my judgment, the board would be liable if it furnished a piece of apparatus for use in the industrial-arts shops which was not equipped with proper safety devices or in relation to which the safety device had become out of repair. Here again, I believe the board would be liable even though it had employed someone to inspect the machinery installed. The duty is that of the board to see that the apparatus is in proper form, and if that duty is not performed, the board is liable. The gymnasium apparatus and apparatus used upon school grounds would be subject to the same rule of liability. . . .

Referring again to the liability of a board of education in relation to school buildings and grounds and their equipment, the rule is also established that knowledge of any agent or employee as to an improper condition of grounds or equipment is chargeable to the board of education so as to render the board liable. For example, if a board of education should furnish a piece of apparatus of a proper kind and in good repair when installed, and thereafter the apparatus should become out of order, knowledge of this condition of apparatus possessed by any employee of the board would be chargeable to the board so as to render the board liable in case any injury occurred. . . .

Of course, the board is not liable for injuries resulting from accidents where there has been no failure upon the part of the board to perform its duty in keeping buildings in repair and in furnishing proper equipment. The board would not be liable, therefore, where a child stumbled on the stairs, fell and fractured his arm, if the stairs were in proper repair. The question as to whether or not the stairs or any piece of apparatus was in proper repair is, of course, in the ordinary case, a question of fact to be determined by a jury in case any action is brought against the board. . . .

In determining whether it may be desirable to take out liability insurance the board may, of course, give consideration to the fact that any judgment which might be obtained against the board is not likely to impose any substantial burden upon the taxable property of the district. It may, also, be noted that if public liability insurance is written, the adjustment of any claims for damages would rest with the insurer and not with the board. The board may conclude that it is preferable to be free to adjust itself any claim which seems to be meritorious, and to defend upon its own account any claim which appears to be unfounded. . . .

Carrying Liability Insurance

After considering such statements as those above, over a period of more than one year, it was decided to make a further study of actual practices in New York state cities with respect to liability-insurance coverage carried by boards of education. Fifty-three of the fifty-nine cities in New York state furnished information. Thirty-seven of these cities were carrying public liability insurance. Those who were carrying such insurance had decided, for various reasons, that such coverage is desirable. In 19 cases, boards of education wrote such insurance simply as a matter of judgment for protection against the possibility of damage actions being started. Eight boards decided in favor of liability insurance as a result of local damage suits against the board. Four boards were advised by their attorneys to secure this protection.

Reports of adverse court decisions in other cities influenced several boards. Only 4 of the 37 cities were unable to give any reason which prompted them to carry liability insurance. In the year during which this study was made, 53 damage actions were instituted against the city boards who replied to this questionnaire. In 39 of these cases, boards were compelled to make a final settlement. In three cases the courts ruled "no cause for action." In six cases settlements were still pending at the time the study was made. One damage action was can-

THE TEACHER'S WORK AND OPPORTUNITY

The opening of school is an event of no small significance in which everyone has reason to be interested. That reason may be very specific to the parent whose child is taking off to school for the first day. It may be very real to the pupil looking forward to his high-school diploma and wondering what to do next. To our citizenry it means future security and social progress. To our teaching profession it means public service.

The importance of the teacher's work can hardly be overstated. When policies are adopted, buildings erected, courses of study formulated, and textbooks selected, it remains for the teacher to breathe the breath of life into the organization that it may become a living soul pulsating with life. The success of the whole organization depends to no small extent upon the skill and personality of the true teacher. It is the teacher's part to vitalize the facts and to give the commonplace a spiritualized setting. Upon the teacher falls a responsibility second only to parentage. Throughout the ages it has been so—the teacher has idealized and inspired youth.

Now as the children turn from green pastures to schoolbooks, they look expectantly at their new teachers. You will not disappoint them. These pupils come to you bringing their exuberance, curiosity, creativeness, initiative, dependence, power to grow, desire to learn, personality, and unbounded faith in you. They must succeed. There is no better slogan for the year's work than that. You come to them bringing your best in skill, effort, personality, devotion, and willingness to live in their achievements. You will lose yourself in the great work of teaching in order that they may find themselves.—
AGNES SAMUELSON, President, N.E.A.

celed by the Appellate Division of the Supreme Court. One case was decided in favor of the board of education and in three cases the results of the damage action were not reported.

A summary of the practices with respect to liability-insurance coverage in 53 of the 59 New York state cities indicates that 80 per cent of these cities carry some form of public liability insurance. Seventy per cent have full coverage and 10 per cent have limited coverage. Limited coverage often applies only to shops, chemistry laboratories, and physical-education departments. Slightly more than one half of the cities carrying liability insurance adopted the plan simply as a precautionary measure, and not because of any prior experience with damage actions. In fact, only 21 per cent decided to carry insurance because of previous suits for damages for alleged injuries.

Final settlements were made in 73 per cent of the 53 damage actions brought against the boards of education in the cities reporting. The total amount of damages sought in suits against boards, during the year in which the above study was made, was approximately \$158,500; while the total amount of settlements (estimated) was only \$10,900. In other words, about 6 per cent of the sums sued for was awarded. The following quotations from remarks included in questionnaire replies, each from a different city, are interesting:

Opinions of Schoolmen

The community and not the members of the board of education or the principals or superintendent should carry financial obligations or adequate protection against damage suits. The law holds the individual members of the board, to-

gether with the school officials responsible in case no insurance is carried to protect them.

Whenever we have an accident to any student or employer, the case is turned over to the insurance company; in no case has the board of education had any litigation.

In the ten years that — has carried public liability insurance, we have cost the companies about \$15,000 in defending suits and settling other cases out of court. One 14-year-old boy had his hand badly injured in a lathe so as to be only 5 per cent serviceable. The insurance company paid the boy and his father \$8,500. A night-school student fell down a step in the dark and injured his knee. The insurance company paid about \$3,000 doctor and hospital bills.

We paid damages in a suit for damages in a playground accident. Since insuring we have probably a dozen cases a year to refer to the insurance company. They have paid a few small cash settlements.

So far I fully believe liability insurance is very much worth while. Anyway it takes care of many cases that would cause a board of education trouble.

We have added the names (specifically) of our shop instructors and laboratory teachers as well as the superintendent of schools to protect them against personal actions.

We do not carry general liability insurance. We do, however, have many claims filed with the board. It is very hard to collect on these claims if you wish to fight them, as the claimant must prove beyond a doubt that the school authorities have been negligent and due notice has been given regarding this negligency. These claims, however, do have a nuisance value which is sometimes settled for a small amount. We try to keep our apparatus and buildings in good condition and constantly warn principals and teachers to report any dangerous condition.

Many factors, such as great variation in type and seriousness of accident; the difficulty of establishing negligence; the conflicting advice of legal authorities; and the utter lack of uniformity of practice, make anything like a definite recommendation concerning liability insurance impossible. The outstanding reason for carrying insurance seems to be, in many cases, easement of mind, and freedom from responsibility in case of accident.

Three Types of Liability Policies

Largely as a result of the advice of its attorney and the study of actual practices in New York state cities, therefore, the Ithaca board of education finally decided to adopt a complete program of liability-insurance coverage. Three types of liability policies were written as follows:

1. *Public Liability:* This policy protects the board of education, the superintendent, and 26 instructors and principals, against loss from liability for injuries or death suffered by persons, "not on duty in the employ of the board of education."

2. *Employers' Liability:* This policy insures members of the board, the superintendent, and the superintendent of buildings and grounds, from loss resulting from liability for injuries or death occurring to members of the teaching or clerical staff.

3. *Contingent Liability—Automobile Casualty:* This policy protects the board of education in the event of an automobile accident involving any one of the 210 board-of-education employees, if the accident occurs while an automobile is being used for board-of-education business. For illustration: if a teacher, principal, custodian, or other employee were taking an ill child to his home in an automobile and suffered an accident on the way, the board of education would be fully protected under the above policy.

It is suggested that, prior to purchasing

liability-insurance coverage, a board of education might well employ an able attorney to check the proposed policies. Such clauses as those named below should be given special attention:

1. Minors.
2. Explosives.
3. Chemicals.
4. The number and type of employees included.
5. Whether or not employees not at work in their schools or classrooms are covered if injured somewhere on school property.
6. What special groups of employees are included while at work and what arrangement is made with respect to their substitutes. (Many policies provide that if an insured teacher is ill more than 10 days, written notice must be given the local insurance representative, including the name of the substitute teacher.)

The Ithaca board of education now regards its total insurance program as adequate to meet all types of claims. The complete list of policies carried includes the following ten types of protection:

1. Fire insurance
2. Property floater policy
3. Automobile
4. Boilers
5. Elevators
6. Fidelity bond
7. Automobile casualty
8. Employers' liability
9. Public liability
10. Compensation insurance
 - a) Self-insurers
 - b) N. Y. S. Retirement System benefits apply to reduce claims.

The cost of all of the above insurance is relatively small if one considers the protection afforded and most of all the great "easement of mind" experienced by a board and its employees in the event of unavoidable or unforeseen accidents. It thus releases the time and mental energy of the superintendent of schools and his associates for the real work of education, which sometimes suffers greatly during a period of strain imposed by the uncertainties which result from accidental-injury claims.

SALARIES *for* Board Members —A Defense

George A. Hoffman¹

All of the accepted authorities from Chancellor, through Cubberley, and on to the brothers Englehardt, when writing about the duties and responsibilities of school boards, agree wholeheartedly that it borders on the immoral to suggest that members of school boards should receive any money for their services. Professor George S. Counts, alone, in his monograph on the social composition of boards of education, ventures to offer any argument on the other side of the question. It might be interesting to determine just why there is so much unanimity on the subject.

A sensible buyer usually feels that he gets just about what he pays for. No person of sound judgment hopes to slip downtown and buy a fifty-dollar suit for eighteen seventy-five — he expects to get the same old eighteen seventy-five shoddy.

Generally speaking, the compensation of a school-board member may consist of one or more of these three elements: (1) the satisfaction of having performed a service to the public, (2) certain perquisites of office; (3) a cash salary.

Of course, every board member gets the first of these, just as every other public official does under our American theory of government. The second item of compensation is nearly as universal as the first; however, this item of compensation need not consist of frank and open bribery, nor of special concessions and business favors. Most commonly, as in the case of all public officials, it consists of prestige and of certain emoluments in the way of power and influence. The appointment of hundreds of teachers and other employees, and the disbursement of large sums of money carry implications of power and influence far greater than the general public realizes. To be sure, a regular cash salary does not necessarily do away with the other two forms of compensation; but it is to be kept strictly in mind that board members invariably receive compensation. Why not be frank about it?

In considering the question of employing any servant we should always ask what the expected service is worth and what we are going to pay for it. Likewise, in the case of employing a school-board member, we must consider what the service is worth and whether the satisfaction of rendering public service is sufficient compen-

sation. We must also consider whether the member we select will look too much toward the perquisites of office to eke out his pay.

The writer, personally, feels that the type of men who are willing to serve for the purely altruistic compensations are not the men needed on our boards of education. Sentiment is a fine thing, to be sure, but it is a poor substitute for horse sense. The luncheon-club type of citizen too often lacks sound sense of practical values. His assistance, freely volunteered to the schools, has not always been as valuable as his stratum of society professes to believe. Men of affairs seldom consent to serve on boards of education — paid or unpaid. Such men haven't the time nor the patience for the petty interferences to which school boards are exposed. The business affairs of the schools need men of ability — successful business men, able professional men, men of action; but the schools cannot get, nor use, the man who has reached the very top of the heap and is now so engrossed in his own success that he can give neither time nor talent to the job of running the schools' business. Unfortunately, on the other hand, active men on the way up to the top cannot afford to give the time and energy demanded by the business of the board of education unless

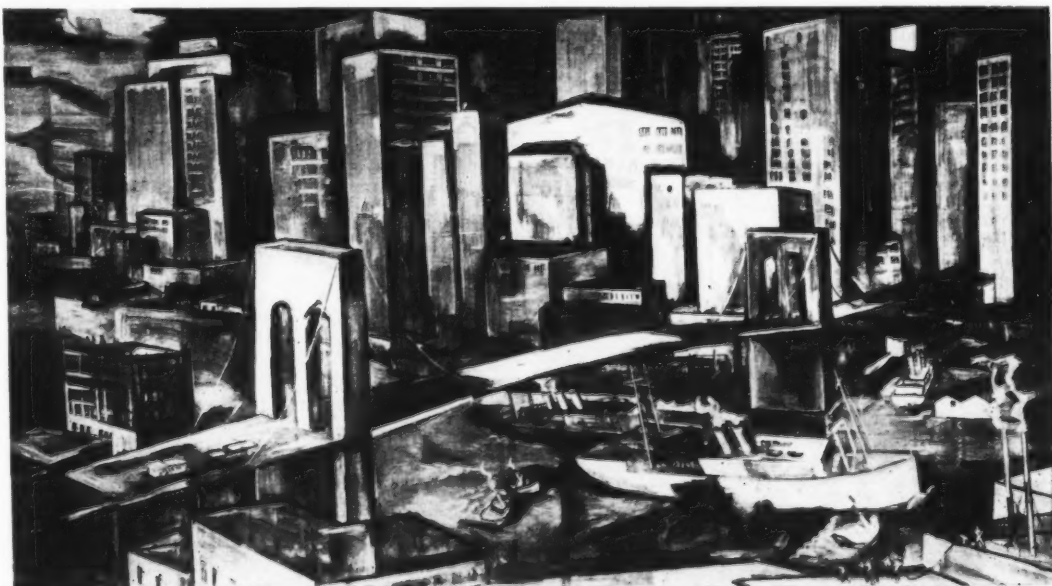
they get paid somewhat in proportion to the loss entailed in their regular business or profession.

To be specific, are the duties and responsibilities such that a salary is justified? Let us take as an example the facts from one certain county (name and location upon request). The three members of the board of education are directly responsible to the taxpayers — they cannot delegate that responsibility to the superintendent, to a business manager, or to anyone else. These three men are responsible to the taxpayers for the honest, wise, and economical disbursement of about eight hundred thousand dollars a year in real money — taxpayers' money. These men assume control of and responsibility for more than seven millions of dollars worth of school property, and for its proper maintenance. They must bear the burden of a bonded indebtedness of over five million dollars; they employ and pay the salaries and wages of more than six hundred employees — the largest payroll in the county, public or private.

For all of these services these three men must answer to the people — and the people are not always just, or generous, or appreciative in the case of public servants! These men receive a salary of \$1,200 a year, each. If they handled an equivalent amount of money, of property, or indebtedness, and of human labor for any of our large private corporations they would undoubtedly be paid five times the salary the public pays. Incidentally, in this particular county the public does not complain. The people seem to feel that they are getting their money's worth.

In the same county, the seven members of the board of county commissioners perform duties analogous to those of the school board. The clerk of the circuit court has a position under them similar to that of the county school superintendent under the board of education. Each member of the board of county commissioners receives \$2,400 a year for his services. Does the administration of roads and bridges deserve more consideration than the administration of the school system?

Finally, the manifold duties which school-board members perform, and the heavy responsibilities they shoulder cannot be left to the rag-tag and bobtail of sentimental civic-club members, to ex-clergymen, to retired doctors, to professional jurymen, or to politically minded lawyers. The job demands men, red-blooded men, men with practical minds, men actively engaged in the pursuits of life. If the public is to get the services of such men it will have to offer more than the evanescent glories of a "sense of duty well done"; neither are such men interested in the petty "perquisites of office."



"COMMERCE OF THE PRESENT NEW YORK CITY HARBOR" IN THE BOYS' TECHNICAL HIGH SCHOOL, MILWAUKEE, WISCONSIN
By Vodav Vytlačil.

¹Member of the Pinellas County, Florida, Board of Public Instruction.



GENERAL EXTERIOR VIEW, HIGH AND GRADE SCHOOL, STANBERRY, MISSOURI
H. D. Pampel, Architect, Kansas City, Missouri.

Stanberry Acquires a Modern School Plant by Remodeling

L. A. Zelff¹

For a decade previous to 1930, the Stanberry School District of Stanberry, Mo., was faced with the problem of a new school plant. The combined high-and-grade-school building was a makeshift, no longer adapted to the educational program, and too small for the enrollment. It was to a degree unsafe, since all floors, corridors, and stairways were of wood construction and soaked with oil.

The outlook for a new building looked extremely gloomy to the school board and the teaching staff, and thoughtful patrons wondered what the outcome could be. When the depression and financial disaster came along, it did not add cheer to an apparently hopeless situation. And when the Public Works Administration was proposed to alleviate unemployment, the school-board members thought first of the schoolhousing program.

There were many discouraging obstacles in the way. The valuation of the school district was less than \$800,000, and the prevailing tax rate was necessarily high. A state law definitely declared that no bond issue could be issued for more than 5 per cent of the assessed valuation. There was already a debt of \$13,000 on the district for two bond issues for an earlier addition to the building and a heating plant respectively. A careful study of the situation indicated that the largest bond issue possible was \$27,500, and that nothing less than an \$80,000 expenditure for a new plant would meet the needs of the district's 500 children and 15 teachers.

Further legal technicalities were in the way. The legal department of the Public Works Ad-

ministration found that the district had not been organized as a town school district and was legally a rural school operating as an independent unit. This delayed the project about two months, but the school board set itself manfully to the task of clearing up the legal requirements and of setting its house legally in order. Early in the study of the building problem, the board of education employed an experienced architect. It was the architect, Mr. H. D. Pampel, of Kansas City, Mo., who pointed to the advisability of utilizing the old

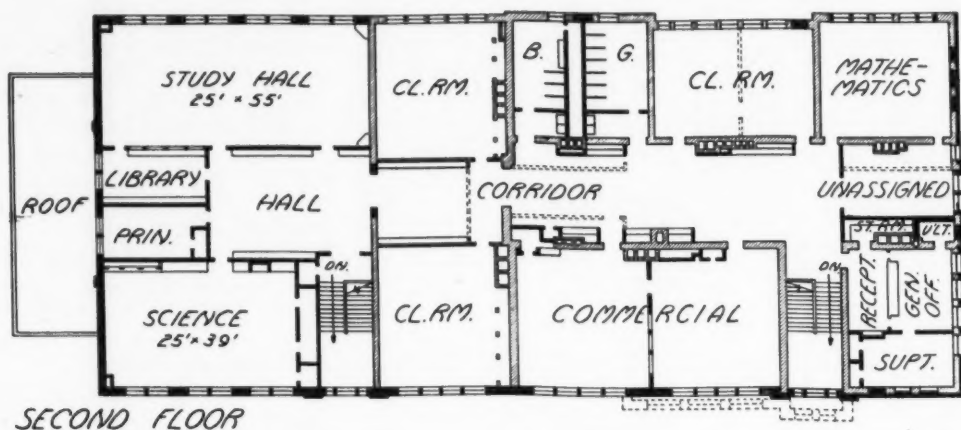
building and its excellent heating plant and who showed by sketches and estimates that a building fully satisfying the educational program could be had within the bonding limits and the federal grant. Plans were accordingly drawn and accepted at an estimated cost of \$41,269, and included in an application to the Public Works Administration in Washington.

When the contract was submitted for bids on August 3, 1934, the lowest one was \$47,241.81, and the school board was placed in another dilemma to finance the project. The bond

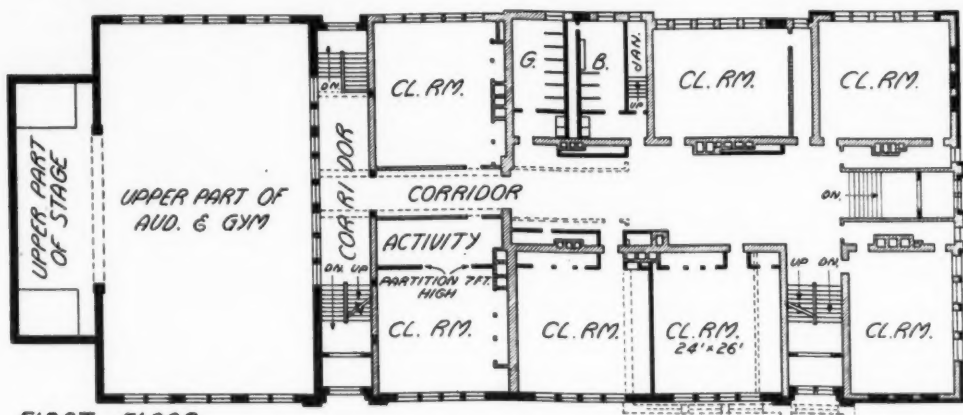


THE STANBERRY HIGH AND GRADE SCHOOL IN 1933—BEFORE THE REMODELING WAS BEGUN

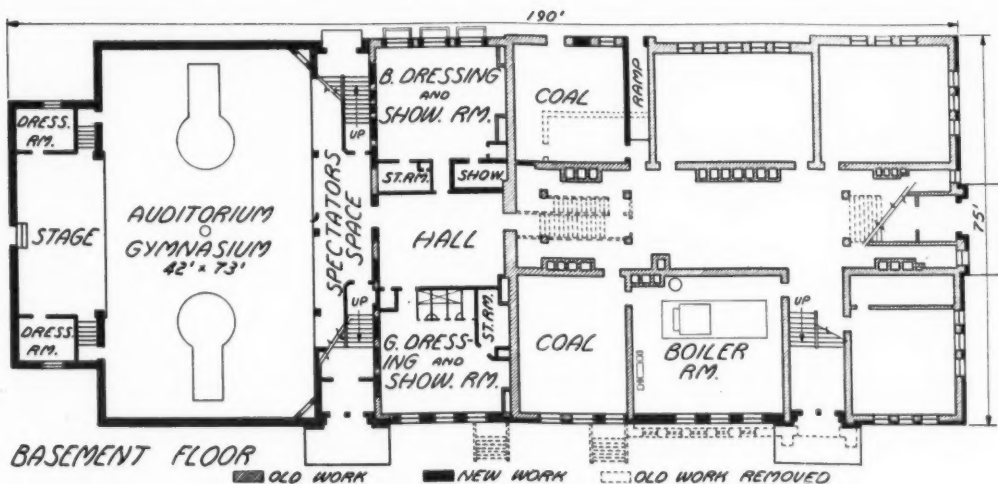
¹Superintendent of Schools, Stanberry, Mo.



SECOND FLOOR



FIRST FLOOR



BASEMENT FLOOR

BASEMENT, FIRST, AND SECOND FLOOR PLANS, HIGH AND GRADE SCHOOL, STANBERRY, MISSOURI
H. D. Pampel, Architect, Kansas City, Missouri.

issue of \$27,500, a grant by the United States Government of \$13,300, and a surplus in the building fund of \$2,500 brought the total available funds to \$43,300. By accepting twelve alternates suggested by the architect, the contract was finally let to W. E. Warren, of Savannah, Mo., for \$43,084. This sum did not include the fees of the architect, who agreed to take an initial sum of \$750 and notes for the remainder.

Construction was begun in October, 1934, and the final work was completed in May, 1935. The remodeled building has far exceeded the expectations of the school-board members and patrons alike. Many who earlier opposed the project, agree that the new plant is worth the labor and money expended for it.

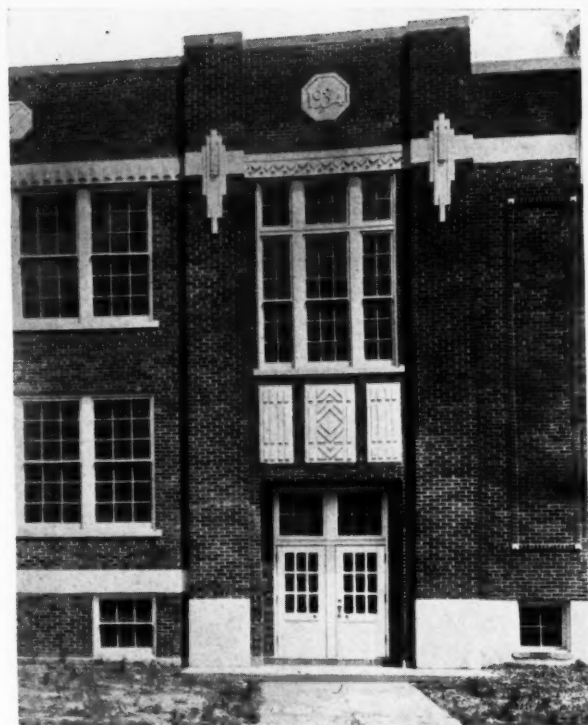
The building is 173 by 75 ft., and is centrally located on a half block of ground, with pavement on three sides. The playground is necessarily small but is one of the physical arrangements that could not be changed. The remaining half block will, in all probability, be purchased in the future and will to a large extent remedy this defect. The remodeling has been done thoroughly and with a clear-cut idea of making the building architecturally acceptable, educationally complete for the existing instructional and administrative program, and structurally fire-safe and substantial. The old

roof and the tower were removed. The entire corridors and stairways were replaced with concrete construction. Plumbing and wiring were removed and replaced. The arrangement of the rooms was changed to meet the enlarged needs for instructional space, library service, laboratory work, etc. The lighting of the classrooms was adjusted so far as possible.

The existing brick walls on the sides of the building have been veneered with variegated face brick, and the rear has been so thoroughly cleaned that no one would think the building had a "shirt front."

The alternates which were accepted, left out many desirable features, but the primary need was a building and provision was made for the omitted facilities by roughing in and leaving space. However, by further omitting some of the alternates and by additional changes, it was possible to complete the plastering and painting and to buy lockers for the high school. Hardwood floors were possible too for every room in the building where asphalt tile was not specified.

The auditorium is provided with movable furniture so that it may be used as a gymnasium. This room is 45 by 73 ft., and has a basketball court with removable and inconspicuous goals. The flooring is hard maple one inch thick, fastened to wood screeds set in



DETAILS OF ONE OF THE FRONT ENTRANCES,
HIGH AND GRADE SCHOOL,
STANBERRY, MISSOURI



A REMODELED CLASSROOM

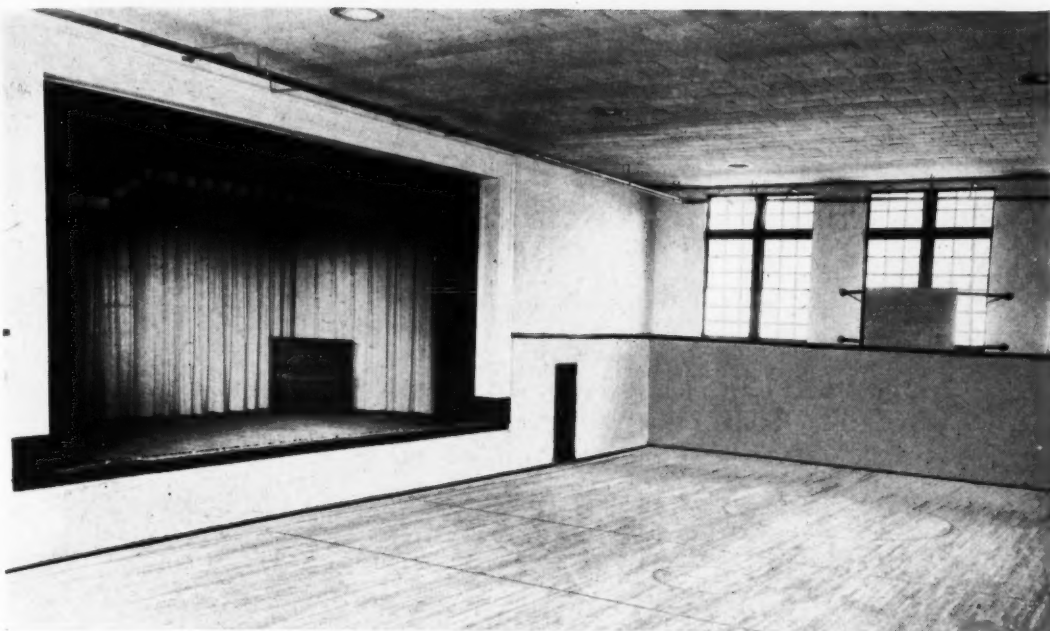
cement. There are openings from the gymnasium through the south wall to the first floor, so that a part of the corridor may be used as a balcony, and provision is made there for a motion-picture machine. There are eight lights concealed in the ceiling and covered with iron grilles. The stage curtain and cyclorama were furnished through the generous interest of the local women's clubs, and the room will serve amply the assembly needs of the school and community.

There are seven classrooms on the first floor and eight on the second, of standard sizes so far as it was physically possible to make them. By a few changes all of the rooms have been made to meet the approved standard of the Missouri State Department of Education.

Each classroom has unilateral window lighting ample for the latitude of Missouri. The rooms have new plastered walls and ceilings, cork bulletin boards, slate or composition blackboards, built-in bookcases and cupboards, and hardwood floors. Each room is amply lighted and a tumbler switch and hot plug is located in each light opening.

The addition to the building included the gymnasium and above it the science laboratory, principal's office, library, and study hall. The floors of the new rooms on the second floor are of asphalt tile.

The heating plant was not changed or enlarged, as it was found to be ample for the added load. It was only about seven years old, and is of a vacuum-steam, gravity-vent type.



THE AUDITORIUM-GYMNASIUM IN THE HIGH AND GRADE SCHOOL, STANBERRY, MISSOURI, has a light-colored cork wainscoting and an acoustically treated ceiling. Movable opera seating makes the room usable for community as well as school assemblies.

Steam radiators are provided in all rooms, except the dressing rooms and gymnasium, and these have motor-equipped unit heaters. By using the original heating system a real economy was effected in financing the project.

It is the usual practice to have toilets at each end of school buildings, but this was found to be impossible under the arrangement of the old portions of the building. The floors were removed from one classroom near the center of the first and second floors, and were replaced with concrete floors. Toilets were installed here in a very satisfactory way. There is a three-foot space between the walls separating the toilets, and the plumbing is exposed to admit of easy access for repairs. Wall-hung closets, with concealed flush valves, have been provided in all toilets. There are four new sanitary drinking fountains on each floor, including the basement.

When the specifications were being written, the school-board members demanded a good roof, with drains to a storm sewer. A four-ply, built-up roof, with tar and gravel was accepted, and it has a ten-year guarantee by a very reliable company.

The corridor floors have a finished cement topping, and while not as acceptable as terrazzo, it answers the purpose. The corridor walls and ceiling are plastered white, and are well lighted.

The wiring, which is all new and laid in conduit, meets the approval of all fire protection and electric lighting standards. Tumbler switches are in every room, including those in the basement.

An unusually good job was secured in the painting and varnishing of the woodwork. The whole building has a newness and freshness that is particularly satisfying — an entirely new building could be no better.

Several rooms are available in the basement to be used when needed. The basement is not finished, but the essential things are provided and the additional plumbing and flooring can be done later as funds become available.

The normal pupil capacity of the building under the present daily schedule is 500. This makes the per-pupil cost of the remodeled structure \$103. With the new furniture, the total expenditure has been \$51,500. On a cubic-foot basis, this is 14 cents per cubic foot.

Some patrons seriously questioned the advisability of accepting the 30-per-cent grant from the United States Government on account of the high wages established by the Public Works Administration. Not to have

accepted the grant would have been a serious mistake, as the sum received practically paid for the labor on the project. The strict governmental supervision, in addition to that of the architect, makes it practically impossible for faulty construction to creep in, and chicanery in the purchasing of material is entirely prevented. Contractors often chafe under the strict government regulations, but the school district profits by getting efficient construction and full value for every dollar spent.

A HIGH-SCHOOL STADIUM FOR COMMUNITY AND SCHOOL USE

F. B. Taylor

Advanced design and a number of innovations have been incorporated into the construction of the concrete stadium at the Natrona County High School in Casper, Wyoming. Completed in September, 1934, at a total cost of approximately \$41,000, as a supplement to the educational buildings, the structure will seat 4,000 persons and is the most modern and complete over a wide area.

The structure is of reinforced concrete, with 1½-in. expansion breaks separating the three sections. All immediately adjacent gates are welded steel risers on pipe framework.

The total length is 312 feet, with a rear elevation of 27 feet 6 inches. From front to back, it is 56 feet 4 inches.

At the rear is the entrance, with twin ticket

booths and three entrance lanes. Instead of the customary swinging gates frequently inconvenient in manipulation due to crowding, the steel gates as installed are operated by means of counterbalances, and may be lifted vertically above the lanes. Each of the three gates commanding the 50-foot entrance is 16 feet in width, and when raised gives an 11-ft. clearance.

Immediately beneath each end of the stadium are dressing rooms and attendant fixtures. Each room is wired for both call bells and telephone. Between the rooms are storage spaces, stockrooms, etc.

The structure is wired for broadcast, telephone, and telegraph dispatch service. In the center, at the top, are five pressrooms; with a total length of 30 ft. Each of these is equipped individually and is practically soundproof. Wide windows with narrow frames allow an unobstructed view of the entire athletic field. Indirect illumination by means of recessed lights is provided in the press boxes.

Construction is such that it is possible for an individual of average height to observe every part of the field without the necessity of rising, even though a person 6 feet 2 inches in height is seated immediately before him.

AN ELEMENTARY SCHOOL FOR A WARM CLIMATE

Planned for an elementary-school organization and arranged for weather conditions in a warm, dry climate that is nearly ideal, the Lew Wallace School building, at Albuquerque, New Mexico, was erected in 1934 from plans of Mr. Louis G. Hesselden, architect for the board of education. The building occupies a site having a frontage of 300 feet, facing east, and a depth of 350 feet.

Under the direction of Mr. John Milne, superintendent of schools, the building accommodations desired by the principal, the teachers, the school nurse, and the supervisor of elementary education, were submitted to the architect in the shape of sketches and notes. From this information the plans were drawn and submitted to the superintendent and the school board for revision and final approval. Principal J. R. McCullon who is in charge of the building, feels that this co-operation between the architect and the school staff has resulted in a building which is well suited to the elementary-school program carried on within its walls. The various classrooms and the special room areas contain many built-in features and conveniences that are of direct value in the management of the school and in the instructional work.

The building contains on the first floor six standard classrooms, boys' and girls' toilets,



STADIUM OF THE NATRONA COUNTY HIGH SCHOOL AT CASPER, WYOMING



GENERAL EXTERIOR VIEW, LEW WALLACE ELEMENTARY SCHOOL, ALBUQUERQUE, NEW MEXICO
Louis G. Hesselden, Architect, Albuquerque, New Mexico.

and an administrative suite, which includes a principal's office, a nurse's room, and a teachers' retiring room. Two additional classrooms are arranged with folding doors and movable seating, and are used for assemblies and larger groups. On the second floor there are nine standard classrooms, toilets for boys and girls, and two small rooms suitable for library and for activities uses.

The climate of Albuquerque is such that play and physical-education activities can be carried on outdoors throughout the school year. This fact is responsible for the apparent absence of special indoor facilities for the physical-education program.

The building is fireproof and extra precautions have been taken for the safety of the children in the form of enclosed steel stairways which lead from the second floor directly outdoors. The walls throughout are brick and con-

crete; the corridor floors and stair landings are carried on fabricated steel joists.

The classrooms are finished with oak trim, maple floors, and plastered walls and ceilings. Corkboard is provided for mounting pupils' work. The toilet rooms are finished with tile floors and wainscot, and metal toilet partitions.

The building is heated by low-pressure steam, furnished by a steel boiler. The entire system is thermostatically controlled. The building is equipped with heavy-duty plumbing. Toilets, washbowls, urinals, and drinking fountains are of vitreous china. The toilet-flushing valves are equipped with vacuum breakers to prevent back siphonage. The electrical equipment includes complete lighting in all classrooms and corridors, secondary clocks, buzzers, and loud-speakers in all the classrooms.

The exterior has been designed in a modern

adaptation of the Spanish-American style so widely used in the southwest. The walls are faced with stucco and trimmed with brick.

The building is planned for an immediate capacity of 714 and has 680 pupil stations. It was erected at a total cost of \$100,457.96. No bond issue was necessary because the board of education provided some \$20,000 from insurance money from a former building, raised \$26,409 from a building fund, and \$30,000 through taxation. A PWA grant of \$24,500 was also received. The building cost 19.86 cents per cubic foot, or \$140.70 per pupil.

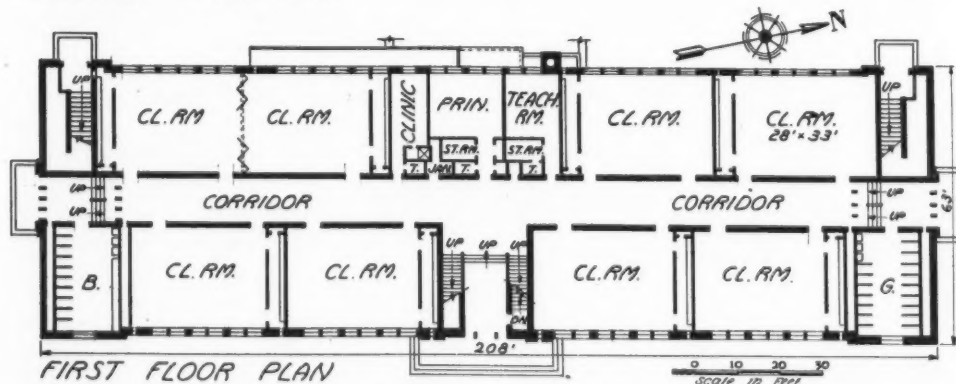
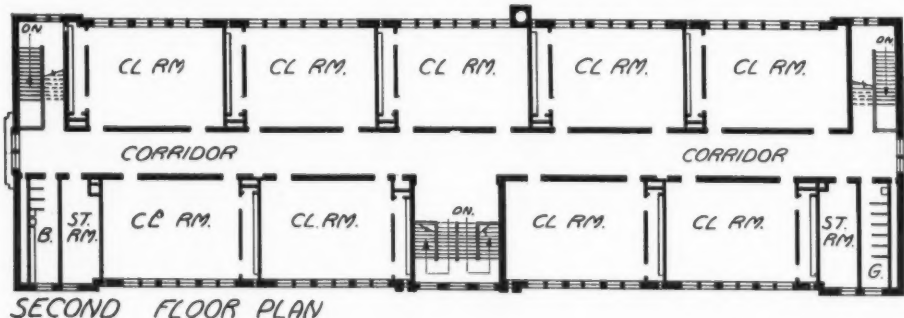
SCHOOL-BOND ISSUES

During the month of July, a total of \$14,924,532 worth of school bonds were issued and sold in the United States. During the same period, refunding and short-term bonds in the amount of \$1,185,560 were sold. The improvement in the general financial situation is very clearly indicated by the greatly reduced amounts of refunding and short-term bonds. On August 1, the average interest rate for school bonds was 3.25 per cent.

SCHOOL-BUILDING CONSTRUCTION

In eleven states west of the Rockies (not included in Dodge reports), a total of eighteen school-building projects were reported during July. The contracts let amounted to \$709,672.

In 37 states east of the Rockies, Dodge reported contracts let for 366 school and college buildings. The valuation was \$9,230,900 and the total area 1,030,300 square feet.



FIRST AND SECOND FLOOR PLANS, LEW WALLACE ELEMENTARY SCHOOL,
ALBUQUERQUE, NEW MEXICO
Louis G. Hesselden, Architect, Albuquerque, New Mexico



SIDE AND REAR VIEW OF THE LEW WALLACE SCHOOL, ALBUQUERQUE, NEW MEXICO

A Century's Progress in School Heating and Ventilation

Forest R. Noffsinger

(Continued from July)

In spite of all the literature on proper methods of heating and ventilating school buildings, the State Superintendent of Minnesota in 1876²⁷ reported that, of 1,932 schoolhouses investigated, only 123 were properly provided for ventilation, 1,693 had no other provisions for ventilation than windows, and 116 did not even have windows so arranged that they could be opened. Blose, county superintendent of Jefferson County, Pennsylvania, in the same year,²⁸ said that "there is no provision for ventilation in any of the houses than that of raising and lowering the windows, and in many of the houses the upper sash of the windows is not capable of being lowered."

Evidence that just as much confusion in the matter of heating and ventilation existed in 1876 as indicated by Burrowes in 1855 is found in Kiddle and Schem's 1876 edition of their *Cyclopaedia of Education*.²⁹ They stated that "Notwithstanding the minute and elaborate experiments made by modern science on this subject, it is hardly too much to say that the only point of agreement is, that ample ventilation is of paramount importance in the economy of the schoolroom. Any recommendations of particular methods of effecting this, or any appeal to statistics or experimental details, becomes at once the occasion for fresh dispute."

One of the plans for ventilation developed in the quest for satisfactory performance and somewhat resembling that described by Smithmeyer was presented by Durant in the 1877 New Hampshire school report.³⁰ The principal features of the plan were the introduction of the air from the outside through the outside walls; the ascension of the air through the space between the walls to the level of the ceiling; the provision for an air chamber behind a cornice finish in the corners of the room formed by the side walls and the ceiling; and the perforation of the cornice for the diffusion of the cold air entering the room. The foul air was removed from the floor through a flue built in connection with the smoke flue.

A device for securing some measure of ventilation by means of windows, which during the following years became a rather common practice seemed to have been first introduced into the literature on heating and ventilation by Vaile in 1877.³¹ Vaile's device consisted of raising the lower sash of the window a few inches and placing a board under it, thus allowing a small opening for air to enter between the sash at the middle of the window.

The amount of variation in the temperature at various points in the schoolroom, hinted at by Barnard in 1854, was not definitely stated in the form of a standard until 1880. Among other principles and standards the *New England Journal of Education*³² stated that the distribution of the warm air in the room should be such that the difference in temperature between any two parts of the room should not exceed two degrees, that the maximum temperature of the room should be 70 degrees, and the velocity of the incoming air should not exceed two feet per second at any point where it was liable to strike persons in the room.

Clark, in 1880,³³ was the first to note that an excessive amount of ironwork in registers reduced the area of ventilating openings by from one third to one half. Clark also claimed that greater power than a feeble gas flame was necessary to create a proper draft in ventiducts and that the effect of ventilating caps in aiding ventilating flues was doubtful.

Among the new ideas contained in a list of 17 facts and principles relating to ventilation given in the Ohio school report for 1881³⁴ were the following: Double sash on windows facing the direction of prevailing winds to prevent down air current; circular ducts rather than rectangular ones; upper part of ventiducts slightly smaller than lower part because of the contraction of air as it cools; separate air chambers and independent steam coils for each room; and fresh-air inlets 8 to 10 feet above the floor on an inner wall.

One of the most interesting developments in heating and ventilation

of school buildings for the period from 1880 and 1885 is found in the practice at Washington, D. C. For lack of adequate information on the subject the House of Representatives in 1882 appointed a commission for the purpose of investigating the public-school buildings of the District of Columbia.³⁵ The following quotation from the report of this commission explains the method in use and points out the weakness of the method:

"The principal defect from a sanitary point of view, in all these buildings is in regard to the fresh-air supply, which is entirely insufficient. The method adopted for this purpose is to admit the air through a perforated plate placed beneath the sills of four windows in each room. Having passed through this plate, the air is supposed to pass downward through a narrow slit in or behind the wall, and to enter the room at a level with the floor and then pass up through a steam radiator which is placed against the window. The sum of the clear opening in the external plate of each window is from 22 to 25 square inches, so that the area of clear opening for the supply of pure air to the room is from 88 to 100 square inches, giving an average of about two thirds of one square foot. When it is remembered that this is intended to supply fresh air for 60 children, each of whom should have as a minimum of 30 cubic feet of air per minute, it will be seen that it is simply impossible to obtain such a supply through the opening provided, which in fact will hardly furnish 5 cubic feet per minute per pupil."

Billings, a noted authority on heating and ventilation, gave the same criticisms to what he called the "Washington plan" in an article in the *Sanitary Engineer* in 1882.³⁶ He stated that "this method of heating a schoolroom by steam pipes placed in the room should never be employed, for it is sure to involve a defective air supply, yet it is one that is peculiarly attractive to those who are not qualified to judge of the relative merits of various methods of heating."

Billings further stated that "as a rule, in all school buildings warmed by the so-called method of indirect radiation, that is, by hot-air furnaces or by steam coils placed in the basement, the air enters the room at a comparatively high temperature, too high, in fact, for either comfort or health. The only way of controlling the temperature of the room in the way of reduction is to partially or entirely shut off the air supply by closing the register. No heating or ventilating apparatus which operates in this manner can be considered satisfactory. In all cases it should be possible by the operation of a valve to permit more or less cold air to mingle with the heated air, and this should be done in such a way that the temperature of the air admitted into the room can be regulated without at all diminishing its quantity."

One of the most outstanding systems of ventilation in the whole period previous to 1900, the principles of which has persisted to comparatively recent times, was that introduced in the Bridgeport, Connecticut, high-school building and investigated by Lincoln in 1883.³⁷ The fresh air in this system was introduced at a height of 8 feet at the inner corner of the room opposite the outside walls instead of at the outside walls as was customary, and the removal of the foul air at the same corner directly under the inlet and under the teacher's platform placed in the corner and raised on casters so that there remained an outlet area of about 5 square feet. Lincoln's experiment consisted of placing 15 thermometers at various positions in the room to detect heat distribution, and of measuring the strength of the air current at various points. Lincoln concluded that "abundant proof was given that the current passes very rapidly across the ceiling, quickly down the exposed (outer) walls, then slowly back across the room to the outlet. The range in temperature regularly falling in about this order furnished a proof of this, and further evidence was fully given by the action of anemometers at the ceiling and at the outer, exposed faces of the room. In the latter situation the current was invariably downward, and the elevated temperature at the windows will be noted."

In 1884, Billings published the first edition of his comprehensive work on *Ventilation and Heating* in which there was a section devoted to school-building heating and ventilation.³⁸ Billings claimed that there was no radiant effect in placing steam coils in the rooms and discouraged the use of direct radiation. He indicated the increasing popularity of fans by saying that "of late years the use of fans in schoolhouse venti-

²⁷State of Minnesota, *Seventeenth Annual Report of the Superintendent of Public Instruction, State of Minnesota, for the Year Ending September 30, 1876*, p. 81. Pioneer Press Co., St. Paul, 1877.

²⁸State of Pennsylvania, *Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania for the Year Ending June 1, 1876*, p. 85. B. F. Meyers, Harrisburg, 1876.

²⁹Kiddle, Henry, and Schem, Alexander J., *The Cyclopaedia of Education*, pp. 440, 837. E. Steiger, New York, 1877.

³⁰Durant, E. J., "The Ventilation of School-Houses," *Annual Report of the Superintendent of Public Instruction (Thirty-First)*, p. 192. Edward A. Jenks, Concord, N. H., 1877.

³¹Vaile, E. O., "A Hint on Ventilation," *National Journal of Education*, 6:267, December 13, 1877.

³²"The Week," *New England Journal of Education*, 11:184-5, March 18, 1880.

³³Clark, T. M., *Rural School Architecture*, pp. 65-78. U. S. Bureau of Education, Circular of Information, No. 4, 1880.

³⁴State of Ohio, "School Buildings in Their Relation to the Health of Pupils," *Twenty-Eighth Annual Report of the State Commissioner of Common Schools to the General Assembly of the State of Ohio for the School Year Ending August 31, 1881*, pp. 106-11. G. J. Brand and Co., Columbus, 1882.

³⁵Marble, Albert P., *Sanitary Conditions for Schoolhouses*, pp. 13-14. U. S. Bureau of Education, Circular of Information, No. 3, 1891.

³⁶Billings, John S., "Letters to a Young Architect," *The Sanitary Engineer*, 7:6, December 7, 1882.

³⁷Lincoln, D. F., "Heating and Ventilating of the Bridgeport High School House," *The Sanitary Engineer*, 7:126-7, January 11, 1883.

³⁸Billings, John S., "Schools," *Ventilation and Heating*, Chap. XVIII, pp. 410-41. The Engineering Record, New York, 1884.

lation is becoming common and excellent results may thus be obtained." A new idea was introduced by Billings when he claimed that it was not necessary to have a humidity of 70 per cent; for, he said, simple dryness is not harmful, the ill effects commonly ascribed to the dryness of the air being likely due to lack of ventilation, contamination of the air with carbonic oxide, or overheating.

Lincoln in 1884³⁹ was the first to protest against a practice which evidently was just beginning, that of returning the air from the rooms to the basement through foul-air ducts and then reheating the air and returning it to the various rooms. Lincoln also was the first to describe a direct method of heating corridors. He advocated placing an iron plate in the floor over a coil of steam pipes and thus provide also for a foot warmer.

Kellogg, in the same year,⁴⁰ gave a standard for the size of inlets based upon the speed of incoming air. He stated that "the size of openings depends upon the number of persons to be supplied with air. It may be laid down as a general rule that an opening of 24 square inches space in both inlet and outlet is required for each individual in the room. . . . The opening should be of sufficient size to allow a passage of at least 3,000 cubic feet of air, without creating too perceptible drafts. Air cannot travel through a room more rapidly than five feet in a second without a current being perceptible."

Noyes, in describing the remodeling of the Bigelow School of Newton, Massachusetts, in 1885,⁴¹ indicated two new practices in heating provisions. The heating chambers were lined with galvanized iron and stacks of 1-inch wrought-iron pipe coils in each chamber were arranged in four sections so that one fourth, one half, three fourths, or all of the heating surface could be used as desired. The steam pipes in the cellar were covered with felt and duck and set in a sleeve where they passed through a wall.

Early "Standards"

Accepting the standard of 2,000 cubic feet of air per pupil per hour and 300 cubic feet air space per pupil, Appleyard, in 1885,⁴² described his conception of an ideal heating and ventilating system for a small school. He emphasized the need for tight air passages; stoves having large firepots and proportionately large radiating surfaces; and many outlets for foul air each having an air velocity of from 7 to 8 feet per second.

The impracticability of the 2,000 cubic feet of fresh air per pupil per hour standard was noted by Wright in the report of the Board of Health of Tennessee⁴³ who said that "there is certainly not a building in Tennessee, for school or any other purposes, in which this could be done, and probably not many in the United States."

Lincoln, writing in the New York *Evening Post* in 1885,⁴⁴ stated that only 14 of 1,000 rooms investigated had ventiducts of adequate capacity to meet accepted standards. The sanitary survey of Indiana schools, reported in the Indiana Board of Health report for 1884⁴⁵ found that only 30 per cent of the 3,377 schoolhouses investigated were well ventilated, and in 17 per cent the stoves used were regarded as unsafe. The New Hampshire Board of Health report for 1885⁴⁶ also complained that the standard of air supply was too high and pointed out that to supply such a volume of air as 1,800 cubic feet of air would require a change of the "entire atmosphere of the school-room every 2 minutes and 44 seconds." Jones, in the 1886 report of the Ohio State Board of Health,⁴⁷ found that only 29 of the 265 schoolrooms in Cincinnati had as much as 300 cubic feet of air space per pupil and that some rooms had less than 100 cubic feet.

Writing of this same standard Hubbard⁴⁸ agreed that about 200 feet per capita was a fair average of cubic space allowed and pointed out that practice varied from an average of 89 cubic feet per pupil in the schools of Brooklyn to an average of 300 cubic feet in the schools of Providence.

Hubbard introduced a new idea with respect to carbonic-acid content of air, which, although it did not change the accepted standard, did vitally change the basis for thinking on the subject. He stated that "pure carbonic acid has but little effect upon the animal system

in quantities under ten parts in one thousand, while as an indicator of the amount of organic matter present, and lessened quantity of oxygen one part per one thousand is distinctly injurious. It is quite necessary then to adopt a low standard in order to be on the safe side, and accordingly we have eight-tenths parts of carbonic acid per one thousand as the maximum amount consistent with being healthful."

The Hoboken, New Jersey, school board during the summer of 1886⁴⁹ employed a sanitary engineer to remodel the heating and ventilating provisions in one of the schools. His recommendations involved the installation of an exhaust fan, driven by a small vacuum engine, to draw out the foul air from the schoolrooms. The superintendent stated that "it being at present only an experiment, I cannot say what the results may be." The relative efficiency of heated flues and ventilation by fans was discussed by Trowbridge in an 1886 issue of *The Sanitary Engineer*.⁵⁰ In a chimney 100 feet high, Trowbridge asserted, the fan is 38.17 times as efficient as a heated flue. Thayer, reporting on the same problem in the Pennsylvania State Board of Health report for 1886⁵¹ stated that "all modern tests with improved machinery prove that, pound for pound, fuel will do twice the work in moving the air, when used to generate power for use with fans than when applied directly." He also found that the greater the size of the building, the greater complications in heating and ventilating systems; a condition not true with the use of fans. Thayer claimed that fans were no longer too expensive for use, for he said "a horse-power today, will move 15,000 cubic feet of air per minute and with machines using 80 per cent of the power applied."

A Field for Inventors

The uncertainty in the field of heating and ventilation of schoolhouses was pointed out by Draper in a lecture on the subject in 1886⁵² and corresponded materially with the expression of Burrows in 1855 and those of Kiddle and Schem in 1876. He remarked that the problem "has excited warm dispute between rival originators of so-called systems of ventilation, and has put into the market a multitude of patent devices designed to solve the question of the best way to supply pure air to inclosed spaces."

Draper agreed with Billings that it was not advisable to set standards for the moisture content of air and cited the vast differences existing in the moisture content of seashore air and Minnesota prairie air, neither having detrimental effects upon the health of the inhabitants of those regions. Draper also agreed with Hubbard that the action of carbonic acid is "negative or suffocative, not directly poisonous," but since dangerous organic matter appears in direct proportion to the carbonic-acid content, the presence of carbonic acid is a good indicator of the purity of air.

Morrison, in 1887, published a book on ventilation of school buildings.⁵³ In many ways Morrison's ideas did not correspond with the accepted principles and standards of leading authorities. He advocated working with nature by placing the outlets near the ceiling and claimed that basic experiments supporting the location of the outlets near the floor were unscientific. He would place the inlets in the floor using perforated iron plates, a plan suggested by Wright two years earlier. These plates were to be placed under each row of desks, thus providing a large number of inlets and widely distributing the incoming warmed air. The foul air, in this plan, was drawn out at the ceiling into aspirating flues.

Morrison advocated the use of automatic valves to eliminate the effect of wind at the cold-air source and he preferred a plenum system to a vacuum system because it assured a proper source of air supply. He devoted a chapter to open-window ventilation, restating most of the principles already presented in this section, and in another chapter he described the various types of fans used in ventilation. He described the Ruttan system of heating and ventilation, a system very commonly used in the northern states at this period, but he criticized the system, for, he said, the amount of space provided for egress was too small, the air became too cold before it reached the breathing level unless it had been overheated, there was lack of distribution of incoming air, and there were no provisions for cleaning foul-air passages and thus preventing them from becoming contaminated.

(To Be Continued in November)

³⁹Lincoln, D. F., "School Architecture," *Forty-Eighth Annual Report of the Board of Education*, 1883-84, pp. 267-72. Wright and Potter Printing Co., Boston, 1885.

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⁴²Appleyard, William, "Ventilation of Small School-Houses," *Proceedings and Addresses at a Sanitary Convention Held at Lansing, Michigan, March 19 and 20, 1885*, pp. 75-81. W. S. George and Co., Lansing, 1885.

⁴³Wright, Daniel F., "School Hygiene," *Second Report of the State Board of Health of the State of Tennessee, October, 1880-December, 1884*, pp. 225-6. Albert B. Tavel, Nashville, 1885.

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⁴⁵State of Indiana, "Sanitary Survey of School-Houses," *Third Annual Report of the State Board of Health of Indiana for the Year Ending October 31, 1884*, pp. 34-52. William B. Burford, Indianapolis, 1885.

⁴⁶State of New Hampshire, "School-House Hygiene," *Fourth Annual Report of the State Board of Health of the State of New Hampshire for the Fiscal Year Ending April 30, 1885*, pp. 101-2. Parsons B. Cogswell, Concord, 1885.

⁴⁷Jones, John D., "Report on School and School Hygiene," *First Annual Report of the State Board of Health of the State of Ohio for the year Ending October 31, 1886*, pp. 121-2. Myers Brothers, Columbus, 1887.

⁴⁸Hubbard, Thomas, "Principles of Warming and Ventilation as Applied to Our Public Schools," *First Annual Report of the State Board of Health of the State of Ohio for the year Ending October 31, 1886*, pp. 225-6. Myers Brothers, Columbus, 1887.

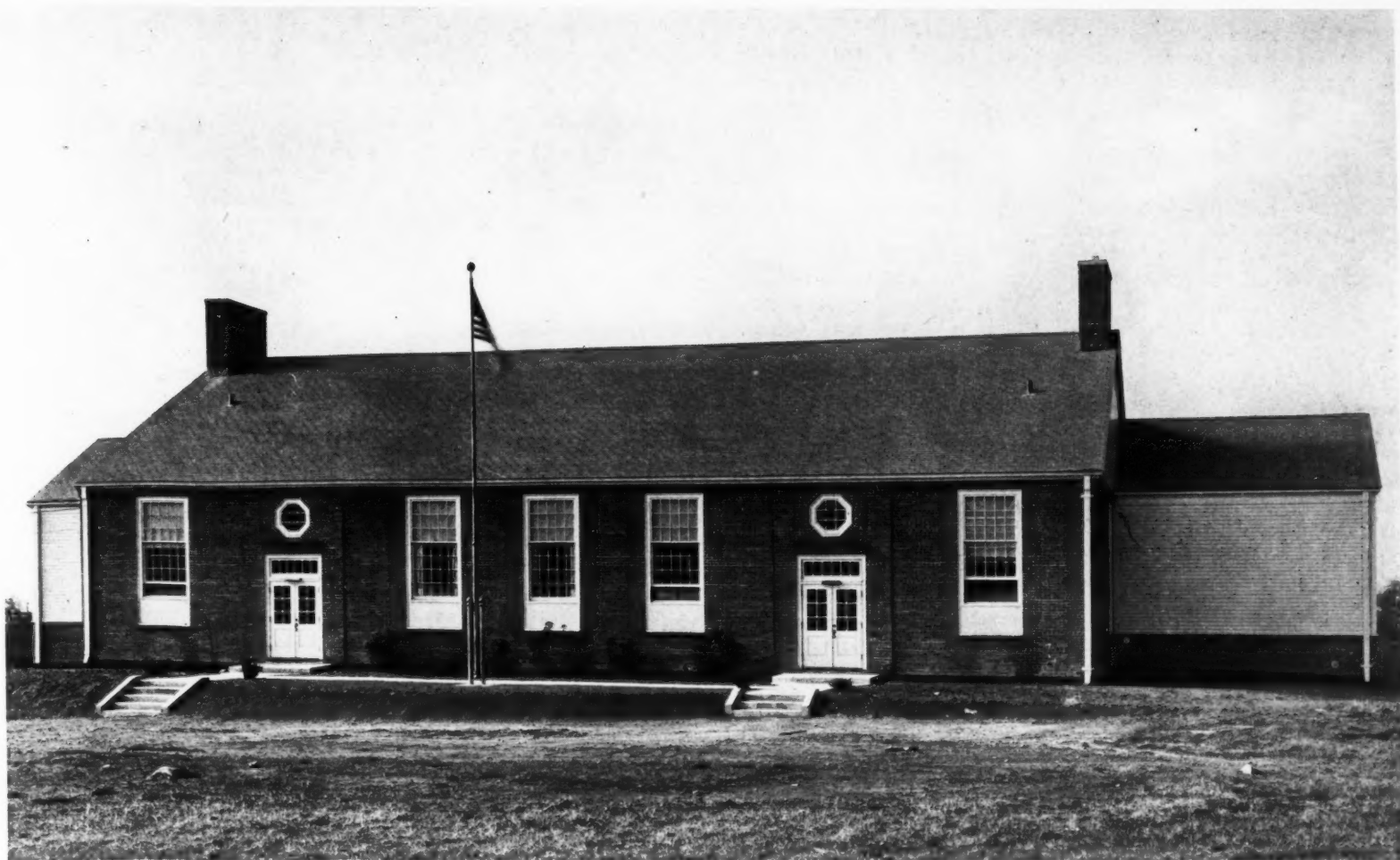
⁴⁹State of New Jersey, *Annual Report of the Board of Education and the Superintendent of Public Instruction of New Jersey for the School Year Ending August 31, 1886*, pp. 85-6. S. Chew, Camden, 1887.

⁵⁰Trowbridge, W. P., "On the Relative Economy of Ventilation by Heated Chimneys and Ventilation by Fans," *The Sanitary Engineer*, 14:203-5, July 29, 1886.

⁵¹Thayer, Russell, "Forced Ventilation vs. Natural Ventilation (or Ventilation by Heat)," *Second Annual Report of the State Board of Health and Vital Statistics of the Commonwealth of Pennsylvania, 1886*, pp. 418-23. Edwin K. Meyers, Harrisburg, 1887.

⁵²Draper, Frank W., "Heating and Ventilation," *Six Lectures upon School Hygiene*, pp. 33-64. Ginn and Co., Boston, 1886.

⁵³Morrison, Gilbert B., *The Ventilation and Warming of School Buildings*, International Education Series, No. 4. D. Appleton and Co., New York, 1887, 181 pp.



GENERAL EXTERIOR VIEW, BETHANY COMMUNITY SCHOOL, BETHANY, CONNECTICUT
Douglas Orr, Architect, New Haven, Connecticut.

The Bethany Community School

E. B. Floyd¹

The town of Bethany, Connecticut, is a very rural town which is crossed by two well-traveled state roads between New Haven and Naugatuck. Most of the people are engaged in agriculture, but a number are employed in New Haven and the surrounding towns. Until 1934, Bethany had been using one-room school

buildings which had been in service 100 years or longer.

The Bethany Community School which replaces six one-room schools, is situated on a rolling hill looking over a beautiful valley and cut across Long Island Sound. The building is of the one-story colonial type constructed largely of native Connecticut brick. It is placed on a four-acre tract, approximately in

the geographic center of the town, with an opportunity for lawn development in front and a playground at the sides and rear. The wood trim of the building is white and the roof is covered with green asbestos shingles.

On the first floor there are four classrooms, with two activity rooms and supply closets between each pair of rooms. There are also a library, a nurses' room, and boys' and girls' toilets.

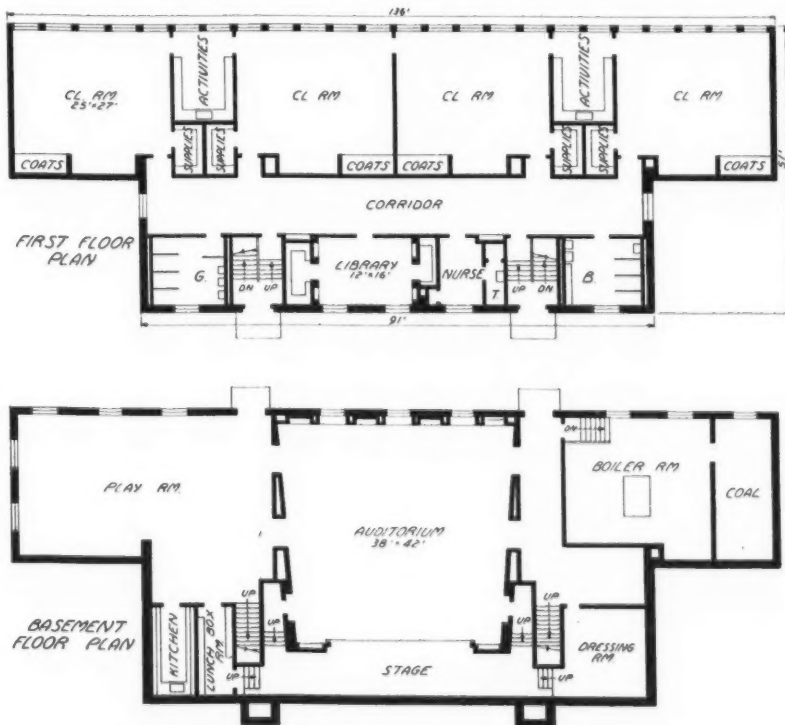
The classrooms are fitted with built-in wardrobes arranged with cork tack board on the semirevolving doors. Each room also has an alcove for activities and a large closet for storing books, supplies, and incomplete project work. Blackboards have been limited to one length of not more than 20 feet. The furniture is of the movable type throughout the building. Pupils work and study entirely at tables and occupy rather sturdily built chairs. Each classroom is fitted with an electric clock and buzzer and six lighting fixtures. A picture molding is set approximately 7 feet above the floor level so that work may be hung for display.

The library is furnished with special furniture which is the gift of interested former citizens of Bethany. With the aid of FERA artists, the walls have been decorated with mural paintings showing the town of Bethany in colonial times. Adjoining the library there are two large storage closets for surplus books, school records, etc.

The nurses' room is equipped with a medicine closet, couch, chairs, and telephone. Off this room is a lavatory and a shower.

An interesting feature of the building is the provision for activities work and individual

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BASEMENT AND FIRST FLOOR PLANS, BETHANY COMMUNITY SCHOOL, BETHANY, CONNECTICUT
Douglas Orr, Architect, New Haven, Connecticut.



TYPICAL CLASSROOM IN THE BETHANY COMMUNITY SCHOOL WITH GROUPS STUDYING AND WORKING ON PROJECTS

projects. Each of the activities rooms is equipped with a continuous workbench extending along three walls and equipped with hot and cold water, storage space, stools, and easels. The widest variety of project work may be undertaken.

The space marked "auditorium" in the accompanying plan has not been finished and the room is used for play purposes. The adjoining playroom is also unfinished, but the kitchenette and the lunch-box room have been plastered and furnished and are found to be of continuous usefulness.

The building has been simply but substantially finished. All rooms are plastered and are fitted with celotex ceilings. Corridor floors are covered with linoleum; classroom floors

with oak. The toilet rooms have tile floors and wainscoting of the same material.

The building is heated with vacuum vapor furnished by a steel magazine-fed boiler. Water is supplied from a deep-driven well, and sewage is disposed of locally.

The building was erected without federal funds because it was found that bonds could be sold at 3 per cent interest and considerable time could be saved in the letting of contracts and in construction. Speed seemed advisable in order to overcome further increases in the cost of materials and to have the building ready for occupancy in September, 1934.

The building cost complete \$35,000. Plans were prepared by Douglas Orr, Architect, New Haven, Conn.

What Schoolmen Should Know About Lightning Rods

Alexander C. Guth, Architect

All the misinformation about lightning rods so prevalent immediately before and after the turn of the century has disappeared—likewise has that smooth gentry known as the "lightning rod salesman." Today the principle of the lightning rod is well known and by engineers it is accepted as being entirely scientific.

There is no questioning the fact that lightning rods properly installed would have prevented many a disaster. In other words, lightning rods are a real protection. Insurance companies recognize this fact by granting lower premium rates. These same companies also emphasize the fact that some rod installations are worthless and even dangerous. It is worth while to note that the amount of lightning damage has, according to the records of the National Board of Fire Underwriters, decreased in the last ten years because of the more general use of rods.

There are a number of fundamental facts or phenomena which must be taken into consideration. Briefly, lightning consists of an electric discharge between mother earth and an electrified cloud, the latter inducing an electrostatic charge of opposite potential beneath it. When the strain in the intervening air becomes too great, its resistance is broken down and a discharge ensues. It is recognized that when a flash of lightning strikes any object, it generally causes some destruction. Apparently this is due to the fact that

when the electric discharge passes through a poor conductor it heats that substance intensely. For example, when a discharge passes through a living tree, the sap is converted into vapor and the passages which are filled with air or sap burst open. When the flash runs down a metal water pipe, it heats and melts the solder at the junctions. When the flash strikes a wood-shingle roof, it sets fire to the wood. Or when it strikes a chimney of a house, it expands the air within the brickwork or evaporates the water in the cracks and thus breaks up the chimney by explosion. Also when the discharge runs along the roots of a tree or an underground drain, it tears up the ground by the explosion and expansion of the water.

It is recognized that there are two kinds of lightning discharges. One is that which can be handled if the proper path is prepared for it as it strikes pointed conductors in preference to others. And the other kind is that of the disruptive discharges. The latter may strike a building at several places at the same time, having no regard for the points of the conductors which really are no protection against it. The only way to control a disruptive flash is to enclose the building in a metal framing like a "bird cage."

Absolute security from lightning cannot be guaranteed. All that can be said is that the protection afforded is more or less good according to whether

the system adopted conforms to the principles which science has shown to be correct.

In general, protection from disruptive flashes can only be obtained by surrounding an object with a metal covering. This need not be a metal box, but it may consist of a network of wires or even a few rods, properly arranged and extended up and down, with horizontal runs along the ridges and other features of the roof which are quite exposed. If the upper end of this arrangement protrudes above the building, better protection is provided. But it is a well-known fact that no definite rule can be offered for calculating the so-called area of protection.

A system of lightning-rod protection is simple, its elements are few, and its installation the work of specialists. Generally speaking, a system consists of the terminal points, the conductor, and the ground rods. The technical questions involved will not be elaborated upon.

The first practical question is, What metal shall be used? Although scientists generally agree on iron as the best conductor, copper today is used almost entirely. This is because of its non-corrosive qualities. The use of copper means no upkeep. It would be quite a task periodically to paint a lightning-rod system if it were of iron. Then too, perhaps due to neglect at the critical moment, it would not be in first-class condition to receive the bolt.

Rods are subject to the action of the elements—wind, snow, and ice—and therefore unusual precautions are necessary. The tendency to pull apart and loosen is very acute. A rod is expected to be efficient for many years without any attention. Joints and couplings must remain in secure electrical contact and not be easily pulled apart by vibration. These are all factors which will tend to bring a good lightning-rod system into disrepute. Because of the lack of periodical inspection and testing many a good system of protection must be classed as inefficient.

The keeping of a system in repair is also within the province of the school board. With a copper system this is negligible, though an occasional inspection is a wise precaution, for when the critical moment comes a system must function perfectly.

School authorities should insist on chimney stack protection. Chimneys are most likely to be struck. It is well known that the column of smoke issuing from a chimney is a better conductor than a rod. So the stack should be the first thought. In connection with a chimney it is well to bear in mind also that the upper 25 feet of the system should have a lead covering; this means the conductor, terminal points, and fittings. This covering guards against corrosion.

Likewise are flagpoles on buildings likely to be struck especially if they are made of wood. These must have a copper wire extending their length, properly connected to a ball at the top and grounded at the base. Metal poles, if properly grounded, present no problem.

Many schoolhouses designed in the Georgian style of architecture have a cupola as an architectural feature. Cupolas are frequently roofed with metal, and need to be properly grounded or they will prove to be real hazards during an electrical storm. Metallic objects of more than 5 feet in dimension in any direction and located on the inside or outside of a building should be interconnected with a lightning-rod system or separately grounded.

In some localities insurance companies recognize lightning rods by charging lower insurance rates. This advantage should be investigated by school boards as it may be the means of a considerable saving.

Today both materials and installation of lightning-rod systems are passed upon by a national authority, the Underwriters Laboratories. Most of the lightning-rod manufacturers have submitted their materials to these laboratories for tests and approval. The tests are very rigid. The Laboratories do not stop with the approval of the materials involved but insist that the entire installation be made in accordance with the rules of the National Board of Fire Underwriters. Where so made, the manufacturer is given a master label of approval which guarantees both material and in-

(Concluded on Page 85)

Letter to a Beginning County Superintendent¹

Memory Lodge, U.S.A.
September 1, 19—

My dear Beginning County Superintendent of Schools:

Your last letter indicates that you have been busy handling the multitudinous details incident to the opening of the schools of your county. Only those familiar and experienced in the county school field can comprehend what it means to set in motion, each fall, the intricate and detailed county school machinery of the twentieth century.

Since you are asking me, let me say that you made a "ten strike" when you secured the co-operation of every school board in your county to open the schools on the uniform date, the first Tuesday after Labor Day. This makes possible a unified program of work and a definite plan of procedure in the administration of the schools.

Some county superintendents fail to spur their respective school boards "to come under the wire" and start their schools together in the fall. It all resolves itself into a test of leadership on the part of the county school executive. You succeeded in winning your school directors to line up solidly for action.

More Power to you, Mr. Beginner.

I smiled when I read your words "the summer vacation of the teaching profession seems to be the *Rush* season for county superintendents of schools." Since you are asking me, these very months represent the heaviest work period of the school executive. Of necessity, this must ever be.

First, because with the closing of the schools, the last of May or early in June, the annual reports are due from teachers and city superintendents. Then with the closing of our fiscal school year, June 30, the clerks of the school board are required to make a detailed report of the business side of the respective school districts, and from these reports there must be based the later major, annual report of yourself, as county superintendent, to the state superintendent of public instruction. Upon the annual reports of all of the county superintendents rests the whole structure of the state support and its distribution, based upon census enumeration and school attendance. It is too late for me to emphasize the vital necessity of accuracy in every detail in all of these minor and major reports, but if the columns in the major report fail to balance because of discrepancies in the minor reports, you will have received before this, "a return engagement with your annual report" from the state office.

Bacon said that "writing maketh an exact man"; let me whisper to you, Mr. Beginner, "So do annual reports." The millenium will come before every teacher and superintendent and school district clerk will send in the "perfect" report. Your brow will be "furrowed with care" every summer as you struggle to reconcile the discrepancies of annual reports. Many a time, in the heat of summer, I have hunted for one penny or one day which got away from me in some one of the columns and eluded me for a day or two before either the adding machine or I, myself, caught it.

The turnover in the teaching personnel in a county is another factor which adds to the problems of the fall opening of school. Prince Charming still takes his toll, each year; some teachers and superintendents slip in a year's study at a higher institution of learning and ask for leave; promotion in the ranks always make certain changes; other lines of work attract a certain few. You will find "the school world, surely, do move" at the close of every school year, despite the fact that there are many standbys in the county who remain year after year.

Although school boards employ their teachers, the advice and counsel of the county school superintendent is sought, frequently, by them. The county school office may become a bureau of information on teacher placement. The county school executives must exercise diplomacy and discretion in this important co-operative work with school

boards. A county superintendent scores heavily in educational leadership when the school boards, voluntarily, make him their consultant in the selection of all the teachers of all of the children of his county. The fact that, before a contract is recorded, a county superintendent of schools must pass on the educational preparation and professional training of applicants, makes close co-operation between school boards and county superintendents an essential.

It is difficult for some school boards and some city superintendents to understand that legal provisions for teacher preparation are mandatory and not discretionary. Certification of teachers is a major problem in city, county, and state school administration.

You admit in this last letter that you "had a heap to learn in conducting that first quarterly teachers' examination for the state," in your county, and in handling the different application blanks for teachers' certificates. You understand, now, why the superintendent of public instruction must depend upon you, a chief lieutenant, to master the law in regard to the complex angles of certification of teachers. No task before you, in the performance of your powers and duties, carries with it a graver responsibility than passing upon the educational preparation and professional training of a teacher. The certificate is the "bread and butter" passport to the teaching profession.

You struck a responsive chord in my heart when you mentioned the ordeal through which you passed, as you recorded the contracts of every one of your teachers for the ensuing year. Only a person, familiar with the problems involved in such legal procedure, can understand what your task has been. Evidently, you discovered that some teachers consider the signing of a contract as binding and under no circumstances to be broken; while others treat the matter lightly and break contracts with little compunction, if any, of conscience, in the event of an offer of a better paying position and greater personal gain.

After a dream of years and careful preparation for a certain city position, one teacher of my acquaintance gave up the opportunity of a lifetime when a city school board elected her to the coveted position, one week before school opened in the fall. She had signed, already, the contract to teach the ensuing year in the small high school where she had been for years. Fearing that it was too late for that school board to find a teacher to fill her place; and knowing that the city school board would have a long waiting list from which to choose; she declined the city position. She realized that the welfare of the boys and girls in that small high school was at stake, as they might not have a teacher for a few weeks while the board was filling the vacancy. Therefore, she sacrificed her personal gain and advancement for the welfare of the community and high school which needed her most.

One year, a survey was made to learn why several hundred boys and girls, throughout the state, who had completed the eighth-grade class, failed to pass the state examination and receive the state diploma. The failures were invited to give their frank opinion of why they failed. Some blamed the type of examination; others blamed themselves. The tragic story of one lad has always lodged in the minds of those who made the survey. He wrote that he had always attended a country school. There had been a change in teachers each year. Some had been good; others fair, and one or two poor. In his seventh year of school an excellent teacher had been employed. She drilled him in his seventh-grade work and gave him a thorough daily review over all points of previous study. This boy completed his seventh-grade year, in creditable manner and looked forward eagerly to his next year of work as this teacher had promised to return. She did return, but resigned at the end of the first month to accept a position in the county seat. The teacher who filled the place was a "poor stick" and according to the boy—the board "fired" her at the end of the one month; then a third teacher was employed and she was little better

than the previous one. At Christmas time, the board "fired" this teacher and succeeded in getting a better one but not in a class with the one who had carried the lad through the seventh grade. This last teacher drilled the eighth grader "plenty" but the boy did not quite make his grade. Too discouraged to try again he had decided that he was "off of school, forever."

The human element is a vital factor in contract-breaking.

You are wise to plan one day of institute before school begins. This will give your teachers an opportunity to meet and also become acquainted with the county superintendent's office and staff as well as viewing the county superintendent at closer range. It is your real opportunity to outline your policies and plans for the ensuing school year. One county executive prepared a mimeographed handbook of outlines of the course of study, plans, and policies for his teachers. In institute assembled that one day, he went over the different phases of the educational work of his county and gave considerable time to open discussion on practical problems. The recent rulings of the superintendent of public instruction, opinions of the attorney general, and decisions of the supreme court as they applied to the affairs of the school, all to be found in the supplement at the back of the handbook, were read and discussed. The city and town superintendent met in conference during part of the day and worked out the county-wide extracurricular activities for the year. There were no outside speakers. It was the county superintendent's annual day with *His* teachers. Each teacher received a handbook for daily reference, and a better understanding was possible between this busy county executive and the teachers.

Evidently, you did not relish the idea of handling the teacher-boarding problem. You are not the first county school superintendent who has balked when it comes to this baffling problem of harmonizing this social-service need with county school administration.

"I am no hotel runner for boarders," said a county superintendent when he was admonished for permitting a good teacher to go to a place to board which was known to be unsatisfactory.

"I consider the boarding problem of the teacher no concern of mine," he insisted.

The school administrators of Yesterday gave little heed to where the teacher should live. It was not so important when terms were only two months long and only the winter term had even four months. But as compulsory education came in through legislative enactment and the minimum length of term, fixed by law, increased from three to five and then six months, the teacher-boarding problem took on a serious aspect. By the time that the school term was lengthened to eight, we found the farmer wives protesting against the teacher boarder. Rebellion was in their hearts when it came to boarding the teacher nine months in the year.

"I work hard and for long hours, during the spring, summer and fall," complained more than one rural housewife. "I am entitled to count on winter for rest and change. I am not going to be tied down with a teacher boarder all winter."

"I guess that we will have no school this year," announced one rural member of a school board as he flounced into my office one day.

"Certainly you are going to have school in your district," I challenged. "Your contract with your teacher was the first one to be recorded this summer."

"No one will board her," he said. He knew that I knew that he was a successful, wealthy farmer, with a large commodious house, a college-bred wife, and three well-trained small daughters.

"Why do you not board her?" I asked, rather pointedly.

"I won't have a teacher, nine months in the year," he protested. "My wife and I did not mind the teacher boarder when the term was two or three months and she went home every Friday night."

"Give the teacher one of those large, spare bedrooms of yours and put a stove in it. Fill up her woodbox with plenty of wood and the only time you will see her will be at breakfast and at the dinner table."

The farmer drew himself up with injured dignity and glared at me: "Do you think that I would take in a teacher who felt too good to sit

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¹EDITOR'S NOTE—This is the fourth of a series of letters prepared by a nationally-known educator who was formerly state superintendent in a great western state. Previous letters appeared in May, 1934, March, 1935, and June, 1935.

The Purchase of School Supplies and Equipment

R. W. Hibbert*

Methods used in purchasing school supplies and equipment are probably as varied as are schools. In many schools no serious consideration is given this most important problem. It is evident, however, that it is as essential to apply good business methods to school purchases as it is to apply modern purchasing methods to private business. It is estimated that in excess of \$100,000,000 is spent annually for school supplies and equipment.¹

By careful purchasing methods, costs for any given school system may often be materially reduced without any sacrifice in quality, serviceability, or quantity.

With this thought in mind, your writer outlines the following suggestions as answers to lead questions, based upon experience with this assignment.

I. What Items of Supplies or Equipment Should a School Be Permitted to Request for Purchase?

To answer this question we assume a limitation of requests. Such a limitation must be constructively organized and systematically arranged, and should include:

A. A standard list of authorized supplies.² Standardization makes it possible to buy larger quantities of a single item, and quantity purchase means reduction in cost. The supply house can stock one line of pencils more economically than it can buy and handle a dozen different brands. This statement applies with just as much force to practically every other school supply.³ Such a list should be made for each elementary grade, for each special and specific subject in the junior and senior high schools, and should be available for each teacher. It should include:

1. An alphabetical arrangement of articles authorized for use.
2. A purchasing or supply-department catalog number for each item, prefaced with a key letter or insignia indicating method of requisitioning.
3. The name of the article authorized for use, designated in accordance with a prearranged editing plan.
4. Such explanation as may be necessary to clearly designate the type of material to be supplied.

B. A purchasing-department catalog to accompany the standard alphabetical lists should be provided and made available on a limited basis of several copies per school. It should include:

1. A numerical arrangement of items in accordance with catalog numbers.
2. The same supply-department catalog numbers to be used as in the alphabetical list.
3. The same editing plan used for the name of the article as in the alphabetical list.
4. Detailed manufacture reference given, including a manufacturer's catalog number and details as to size, color, shape, and any special features.

C. A file of master specification cards should be available for ready reference and this is to be kept strictly up to date. Any changes in specifications or manufacture catalog references, which may be recommended by teachers, principals, or supervisors, and given approval, should be promptly made on these specification cards. In many cases, manufacturers or vendors make changes in the type or style of article they manufacture; any such changes having been made should also be promptly entered on the specification card.

II. How Are Requests Anticipated by the Purchasing Officer?

A. Anticipated purchases must first depend on the extent to which supplies are furnished. Seidell⁴ has reported this for 25 representative cities.

*Director, Books, Supplies, and Equipment for St. Louis Board of Education.

¹Editor's note, SCHOOL BOARD JOURNAL, July, 1931, p. 76.

²R. W. Hibbert, "The Selection and Management of School Equipment and Supplies," SCHOOL BOARD JOURNAL, December, 1932, p. 27.

³C. V. Kely, "Buying School Supplies," SCHOOL BOARD JOURNAL, July, 1930, p. 43.

⁴Harry H. Seidell, "The Distribution and Apportionment of Free Instructional Supplies in a Public-School System," Unpublished Master's Thesis, Washington University, St. Louis, Missouri, 1927.

TABLE 1. The Extent to which Supplies Are Furnished to Public-School Pupils in 25 Representative Cities

City	Supplies
Baltimore, Md.	Limited as to kind and quantity
Boston, Mass.	All
Chicago, Ill.	All
Cincinnati, Ohio	Pencils for primary and art Pens and holders for all
Cleveland, Ohio	All supplies for joint use only
Denver, Colo.	All for grades I to VIII
Des Moines, Iowa	For joint use only
Detroit, Mich.	For joint use and for indigent pupils
Duluth, Minn.	Limited: for joint use mostly
Grand Rapids, Mich.	All for kg. and grades I to VI
Houston, Texas	All except pencils
Indianapolis, Ind.	For joint use
Kansas City, Mo.	All for elementary
Louisville, Ky.	Indigent and for joint use
Minneapolis, Minn.	All
Nashville, Tenn.	All
Newark, N. J.	Limited as to kind and quantity
Omaha, Nebr.	For joint use—pens and pen-holders for all
Pittsburgh, Pa.	All
Rochester, N. Y.	Limited as to kind and quantity
San Francisco, Calif.	All
St. Louis, Mo.	All
St. Paul, Minn.	For joint use and special work
Scranton, Pa.	All
Washington, D. C.	Limited as to kind and quantity

B. To serve as a guide so that all in the school system may know the necessary procedure, the purchasing officer issues a calendar which must be followed in making annual purchases. This calendar includes dates required for each type of purchase specification for:

1. Estimates to reach the purchasing department.
2. Specifications to be ready for bidders.
3. Bids to be opened.
4. Call of committees to examine samples.
5. Authorization of contracts by the board of education.

In general, purchases of school supplies and equipment are of two distinct types:

C. Supplies carried in stock in the warehouse. These comprise the general type of schoolroom supplies for elementary and high schools. Elementary-school supplies for art, industrial arts, home economics, and physical training, may also be carried as stock in the warehouse. Contracts for purchases are made in the spring of each year for the next school year. Quantities needed are anticipated as a result of checking past usage records. Quantities purchased each year, together with amounts used for each half year for several previous years, are recorded on card forms which serve as an estimating record.

D. Supplies and equipment needed for high schools under the classifications—general, art, physical training, home economics, industrial arts, and science, are purchased on the basis of annual estimates submitted by the schools. Requests are limited to those items contained in the authorized lists whose catalog numbers are preceded either by a key letter S or E, indicating their classification as either a supply or equipment, respectively. A compilation of these requests forms the basis of the annual order for materials which are not carried as warehouse stock, but are delivered direct to each school on the basis of their respective estimates.

III. How Are Vendors Notified of Anticipated Purchases?

Many school laws provide that anticipated purchases of school needs be advertised in an accepted newspaper prior to purchasing. These advertisements merely state the type of item to be purchased, such as paint, chemicals, general schoolroom supplies, or janitorial supplies. Vendors may then request detailed lists or specifications of the anticipated purchases. The regulation of purchases and the control of the many controversial problems which arise to confront the purchasing agent is best governed by very complete and carefully prepared specifications. To clarify these specifications, purchases should be divided or classified such as:

A. Supplies purchased to be carried in stock. These supplies require a distinct type of specification as they are to be delivered to a central depository. Such supplies, in addition to general classroom supplies, will include janitorial supplies and building-repair supplies. Many of these items

are not purchased on the basis of a manufacturer's catalog number as a reference, but are purchased by what is known as a "submit sample" specification. This type of specification permits the selection of the sample which is best suited to the school needs, provided the price quotation is reasonable.

B. A second division contains those items requested on annual estimates as previously referred to, and for the most part, will consist of requests for home economics, industrial arts, and office materials. Requests under this classification call for special types of supplies and for equipment. In most cases different vendors will be interested in these requests than in those classified in the "A" specification.

C. Purchasing of science supplies and equipment presents an entirely different problem and therefore a separate specification. Specialized vendors will be interested in this specification; each will have a similar item which will vary, however, in some respect, which may effect the teaching procedure. Bids submitted under this "C" specification must be studied by science specialists before purchases are made.

D. The contracting for printing and the purchase of printed school forms presents still an entirely new problem. The problems which arise from this type of purchasing are certainly distinct unto themselves and so demand a separate classification of specifications.

E. The purchase of coal presents another very different and specialized specification problem, with an entirely new type of vendor interested. Quality analysis and delivery problems vary differently from those arising with any other type of school need and so single out this supply for a distinct type of specification.

F. The problem of purchasing dairy supplies presents quality analysis and delivery problems of even a more varied degree. The bidders again represent a distinct group from those who would supply any other type of school need. So again special specifications are required.

G. Other purchases, including the purchase of school furniture, may be requested on miscellaneous specifications issued when and as purchases are required and written to cover the essential requirements of the purchase inclusive of all necessary specification detail.

IV. What Constitutes a Complete and Carefully Prepared Specification?

It must not be assumed that the act of securing two or more prices on the same article is the whole answer to the problem. There are many and devious ways in which the buyer can discriminate among the competitors who are asked to submit bids by withholding from some of them some of the essential terms affecting the execution of a purchase contract. It is, therefore, of prime importance, in order to avoid such conditions, that, insofar as possible, all essential information be included in the specifications so as to avoid any misunderstanding as to the requirements for the submission of bids and the delivery of the merchandise in accordance therewith.

There must be no ambiguity in the language employed, and such instructions as are a necessary part of the specifications should be direct and concise, and should favor the positive rather than the negative side of a situation. In other words, the specifications should contain information as to what the bidder and the contractor are to do rather than what they are not to do.

There are four general divisions of the buying process:

A. The first section contains those subjects that are pertinent to the general specification itself, and to its connection with the detailed article or item specification.

B. The second section applies to the "bid" with respect to its preparation, presentation, etc.

C. The third section pertains to the "contract" as to its execution, performance, surety, etc.

D. The fourth section contains those items in the specification that refer to "rights reserved" by the buyer, both as to the bid and the contract.

In making a study of these, Gaiser⁵ has found from a study and analysis of the specifications received from 29 different school districts, ranging in size on the basis of enrollment, from 2,700 to 80,000 pupils, and located in all sections of the country, that the following tendencies prevail:

A. General Qualities.

1. The date of issue is shown in thirteen of the cases studied.
2. The advance purchase is publicly advertised in seventeen of the cities reporting, while ten indicated that an advertisement was not required.
3. Handling of samples did not seem to be at all uniform—nineteen conditions being reported. The most common practice seemed to be that the purchase of certain items is made on the basis of samples.

4. The most common practice seems to indicate that acceptance of substitutes is permitted in such cases; however, bidders are required to label their samples with the item number for which it is substituted and must so indicate on their bid.

5. The quantity to be purchased is usually more or less than stated within given percentage limits.

B. The Bid.

1. Presentation, as was indicated, should be at a given time and place and in sealed containers.
2. Preparation is commonly required on a prepared form, usually loose leaf. Some schools do not accept a bid if this condition is not fulfilled.
3. The signature of the bidder is a requisite part of all bids.
4. Prices usually must be on unit of item as specified, and in some cases totals must be made.
5. The surety of the bid is usually provided by either a surety-company agreement or a certified check.

6. Awards are commonly made on the basis of individual items.

C. The Contract.

A complete specification also includes statements regarding notice of awards and delivery procedure, a date usually being specified. A statement of procedure when bidder fails to qualify, as well as instructions for submitting invoices, is included in most reports.

D. Rights Reserved.

The purchaser usually reserves the right to reject any or all bids and to cancel a contract under specified conditions.

V. How and When Should Bids be Received?

Each purchase specification should include, as just explained, a definite statement, indicating:

A. *Time and place for the depositing of bids.* This outline presupposes that whenever possible, purchasing follows a bid procedure. Many school systems require bids for all purchases which may be anticipated, and limit emergency purchases on the basis of a money limit, usually a small amount. The date set for the deposit of bids must allow a sufficient time after the specifications are issued to permit the various bidders to make the most attractive estimate. The filing date should be very definitely stated and include the time of day that bids close, as well as the day of the month. Bids are usually deposited in a sealed or locked box in the office of the secretary of the board of education, but could be deposited in a similar manner in the office of the purchasing officer.

B. *Deposit required with various types of bids.* It has just been suggested that surety bonds or certified checks are required with bids. These will vary with different school boards. Table 2, however, is a typical illustration of requirements.

TABLE 2

Less than \$100.....	Deposit required, \$ 10
\$100 to \$500.....	Deposit required, \$ 50
\$501 to \$1,000.....	Deposit required, \$100
More than \$1,000.....	Deposit required, \$200

C. *Public opening of bids.* At the time stated in the specifications, bids should close, and all bids rejected which may be submitted after that time. The locked box depository should be opened by the proper designated officers of the board of education. Any bidder, who cares to, should be allowed to be present at this time. As each bid is opened, it should be checked to see that it conforms to the specifications in form and that it is accompanied by the required deposit. The name of each bidder

⁵Samuel Gaiser "The General Specifications for the Purchase of Equipment and Supplies." Twenty-Third Annual Report of the N.A.P.S.B.O.

FIGURE 1

AT LEFT: Form used by committees of teachers and supervisors for expressing their preferences in the selection of supplies. The original form measures 9 3/4 by 12 in.

AT RIGHT: Purchase order form used by the board of education, St. Louis, Mo. The original measures 7 by 8 1/2 in. Five copies are made at one writing. The original must be appended to the invoice by the vendor; copy No. 2 is retained by the vendor; No. 3 is filed in the school board office for record and reference; Nos. 4 and 5 are sent to the principal of the school, one copy to be retained, the other to be O.K.'d and returned to the supply department upon receipt of the goods.

should be read aloud and anyone present should be permitted to request that the bid on any item be read aloud. When bids are accepted at this public opening, they are then ready to be tabulated, studied, and the awards finally made.

D. *Current Practice.* While the above outline is recommended, it has been found⁶ that no uniform reason for purchasing methods has been established.

TABLE 3. Reasons Given for Their Methods of Purchasing by 53 School Systems

Reason	I	II	III	IV	Total	Per Cent
None given.....	12	10	18	13	53	50.0
Required by state law....	5	8	5	2	20	19.0
Competition, prices.....	7	0	1	2	10	9.4
Better prices.....	0	0	5	0	5	4.7
Expediency.....	0	3	1	1	5	4.7
Required by city charter..	3	1	0	0	4	3.8
Required by rules of board of education.....	1	0	1	0	2	2.0
Less complicated.....	0	0	2	1	3	2.3
Gives vendors equal chances	2	0	0	0	2	2.0
Wider range of bids.....	1	0	0	0	1	0.9
Better and closer contact..	0	1	0	0	1	0.9
TOTAL.....	31	23	33	19	106	100.0

In Table 3 answers were received from school systems of various enrollment, Class I being used to indicate school systems with enrollment over 25,000; Class II, enrollment of 24,999 to 10,000; Class III, enrollment of 9,999 to 5,000; Class IV, less than 5,000.

VI. What Procedure Can Be Followed to Record Bids?

A. *Bid Numbers.* When bids are received, they are tabulated on tally sheets, each bidder's proposals being written in column form opposite the item upon which he is bidding. As each bid is recorded, the bidder is given a number by which he is identified during the balance of the procedure.

B. *Special Key Numbers.* In many cases national manufacturers submit samples of materials direct to the purchasing officer, and permit several local vendors to bid as jobbers on their product. In this case several bids would be received on the same sample. To obviate this conflict, manufacturer's samples which are submitted by several vendors are given special key numbers. In these cases the special key numbers serve as identification during the balance of the procedure.

C. *Blanking of Samples.* While the bids are being tabulated, the samples which were submitted with them are being prepared by the supply commissioner for inspection by the various committees appointed for that purpose by the superintendent of schools or other executive officer. All trade marks, names, and labels which identify the manufacturer or person offering the sample are detached so that the committee's opinion shall be based exclusively on the merits of the article without any knowledge as to who offers it. For this purpose the supply commissioner marks each sample with a key number, and the committees in making their

⁶Supply Research Committee, N.A.P.S.B.O., Bulletin No. 1, Selection, Purchase, Storage, and Distribution of Supplies, p. 28.

recommendations refer only to these numbers. It is therefore not possible for any member of the committees to know who gets an award until after the school board officially passes on their recommendations. We have found this to be a very successful practice, which serves a twofold purpose: In the first place, it creates confidence in the minds of the bidders that they have an equal chance with all other bidders; and in the second place, it leaves the committee free to work without prejudice of any kind.

D. *Samples of Superior Quality.* In some cases, bidders submit samples of superior quality, at prices in excess of bids, based upon the quality as set forth in the specifications. Such samples should not be considered for choice, as their acceptance nullifies any specification and sets up a precedent of faulty purchasing. The specification sets up a standard which is considered wise and acceptable for school use. The acceptance of articles whose price and quality is superior to the specification smacks of extravagance. For ease of explanation, this paper will then assume that samples priced higher than specified articles are to be removed from further consideration.

Kelty⁷ says: "The teaching of extravagance, either through excessive distribution of supplies or through the use of too-expensive supplies, is a practice which should not be tolerated in any school system."

VII. From Whom Shall the Various Items of Supplies and Equipment be Purchased?

A. *Price-Quality Purchasing.* One must not construe from the preceding outline that purchases are to be made solely on a low-bid specification basis. This type of purchasing does not effect economy any more than does the acceptance of superior quality samples. The writer is advocating a price-quality basis of bid awards. By this procedure appreciable amounts can be saved each year when school supplies are purchased.

B. *Committee of Users.* One may ask how selection can be made on a price-quality basis. The plan includes:

1. The service of committees of users, composed of teachers, principals, and supervisors, is used to assist the purchasing officer. Samples of items on which bids are submitted are referred to these committees. These samples have identifying trade marks and special characteristics removed as previously explained. Each sample bears the bidder's number, or special key number, the purchase item number, and the sample number. Tests of quality are then applied to determine first, second, and possibly third choice on the basis of quality only. The committees are not in possession of either bids or tabulations and are not as yet informed of prices.

2. Selection of substitutes or items other than those specified, providing quoted prices are lower than prices on specified items, may result from

⁷C. V. Kelty, *op. cit.*, p. 43.

committee tests. Savings resulting by this procedure are worth striving for, as indicated from the data as indicated in Table 4, which illustrates the accomplishment of one school system.

3. Reeves* outlines a number of testing procedures which can be followed by committees, and indicates sources from which other practical tests may be obtained.

TABLE 4. Economies Resulting from Purchases of Substitutes

School Year	Amount Saved by Accepting Substitutes	Percentage of Total Purchase
1929-30	\$ 8,352.84	4.95
1930-31	12,927.26	7.99
1931-32	12,672.28	10.21
1932-33	12,672.28	15.31
1933-34	5,220.35	13.82
1934-35	12,881.07	16.83
1935-36	11,227.45	16.06

It is probably true that almost as many cities either permit substitutes or sometimes permit them as do not permit them. It is very probable that neither large nor small school systems practice uniformity as to the authority in accepting a substitute. Testing samples for the merits of the proposed substitute seems to be more prevalent in large systems than in small ones. The problem needs further study along lines suggested by the following:

Under what circumstances and conditions should substitutes be accepted?

Is the practice of accepting substitutes fair to other bidders?

By whom and through what methods of procedure should substitutes be determined?

3. The low bid on a school-board specification may be accepted whenever the quality of a lower-priced substitute is not considered equal or better. A purchase on a strictly low bid on board specification basis, with no substitute bids accepted, would entail an additional expenditure equal on the percentage basis to the saving expressed above.

C. *Bid quotations on selected samples are available after quality is considered.* As each special committee completes its testing work, its chairman requests prices of the various choices made for each item. These are given by the purchasing officer and purchase is then recommended on the best "price-quality" basis.

VIII. What Type of Contract Form Should be Used?

As soon as possible after official approval of the purchasing officer's recommendation, contract forms should be sent to each successful bidder for execution.

A. This form, previously approved by the legal department of the school board, is sent in triplicate, all copies of which are to be signed and returned to the purchasing officer of the schools. Certain requirements for the school's execution of these contracts are usually predetermined by the legal adviser and in some cases procedure is prescribed by the school's rules. When contracts are executed by the proper officer of the board, one copy is returned to the contractor for his records.

B. In various types of firm organizations, contracts are varied to care for this varied organization.

1. If the contractor is a corporation, the name of the company should be attached or stamped first, and the president should sign his name thereunder, placing his title after his name.

2. If the contractor has a seal, the same should be affixed. If not, statement to that effect should appear. The attest of the secretary must also appear on the contract. However, the name of the corporation may be attached and signed by any other agent or officer who has authority, but in such case some evidence that the person signing has such authority should be attached to the contract. If the by-laws or a resolution of the company confer such authority, a copy thereof, certified by the secretary, should be attached. The date and place of incorporation should be shown.

3. If the contractor is a copartnership, the signatures of the partners should appear in the same form as their names and the firm name appear in the body of the contract. For example, "John Smith and William Jones, a copartnership doing business under the firm name of Smith and Jones."

*Reeves, Stanley N., "Tests of Quality for School Equipment and Supplies," Bulletin No. 5, The Committee on Supply Research, N.A.P.S.B.O.

Unless there is attached to the contract written authority by the partners for one of the partners or some other person to sign contracts on behalf of the partnership, all the partners must sign.

4. If the contractor is an individual owner of the business, his signature should appear in the same form as his name and the fictitious firm name (if any) appear in the body of the contract. For example, "John Smith, doing business under the name of Smith Printing Company."

C. Where a bond is required: The purchasing officer should accept on its contracts only such bonding companies as have filed credentials with the secretary and treasurer of the board of education. A list of acceptable bonding companies should be sent with the contract forms. Bond should be required where contract equals or exceeds \$2,500, and in such event the bond should amount to at least 40 per cent of the contract; bonds in lesser amount at discretion of purchasing officer. Surety company bonds should be required and preferably those companies that are acceptable by the United States Government.

D. Deposit made at the time bid was submitted may be released immediately upon receipt of contracts properly executed. Upon completion of execution of such contracts and bonds, purchase orders may be written and forwarded to the contractor to be properly filled.

IX. How Should Purchase Orders be Written and Deliveries Checked?

It is recommended that purchase orders be made on a five-copy basis.

A. The form used, as illustrated in Figure 1, should include:

1. Spaces for the date of the order.
2. The name and address of vendor to whom it is sent.
3. The name and address of the school to which it should be delivered.
4. The method of delivery.

For purposes of identification, each order should be serially numbered. It should also include a statement indicating the school for which purchase is made, the serial number of the requisition on which the request for purchase originated, and the account and activity to which it should be charged in distributing budget expenditures.

B. Distribution of the five copies of the order can profitably follow the following procedure:

1. The first and second copies are sent to the successful bidder. One of these he keeps for his own records. The other is attached to the invoice when his statement of delivery is sent in for payment.
2. The third copy is retained by the purchasing officer to check with the vendor's delivery statement and the school's report of acceptance of delivery.
3. The fourth and fifth copies of the order are sent to the school or department for which the purchase was made. When orders are delivered, the school checks the items specified and returns the fourth copy of the purchase order to the purchasing officer. Should an error or shortage occur in the delivery, the fourth copy is returned with a report indicating the type of error or quantity of shortage. The fifth copy of the purchase order is retained at the school to complete the records.

C. All purchase orders should bear the signature of the authorized purchasing officer of the school system or his designated officer. The signature should conform in name and title with that of the purchasing officer as printed on bid specifications and order forms.

X. What Payment Plan is Recommended?

Prompt payments on goods delivered materially affect the prices submitted. Public institutions who pay promptly and discount their bills where discounts are offered reap the benefit in lower prices and better service.

A. Purchase orders, as previously pointed out, are sent to the contractor in duplicate, the original or first copy of which he must attach to his invoice (also in duplicate), and this should be forwarded to the purchasing officer. The duplicate or second copy of the purchase order may be retained by the vendor for his files. As heretofore explained, the fourth copy of the order is sent to the point



JOHN W. PATT
President of the Board of Education,
St. Joseph, Missouri.

Mr. Patt, well-known merchant tailor of the city of St. Joseph, has had a life-long interest in civic affairs. He has been not only a worker, but a leader in many institutional activities of St. Joseph. His special interests as president of the board of education have been the district finances, and an extension of the service of special schools.

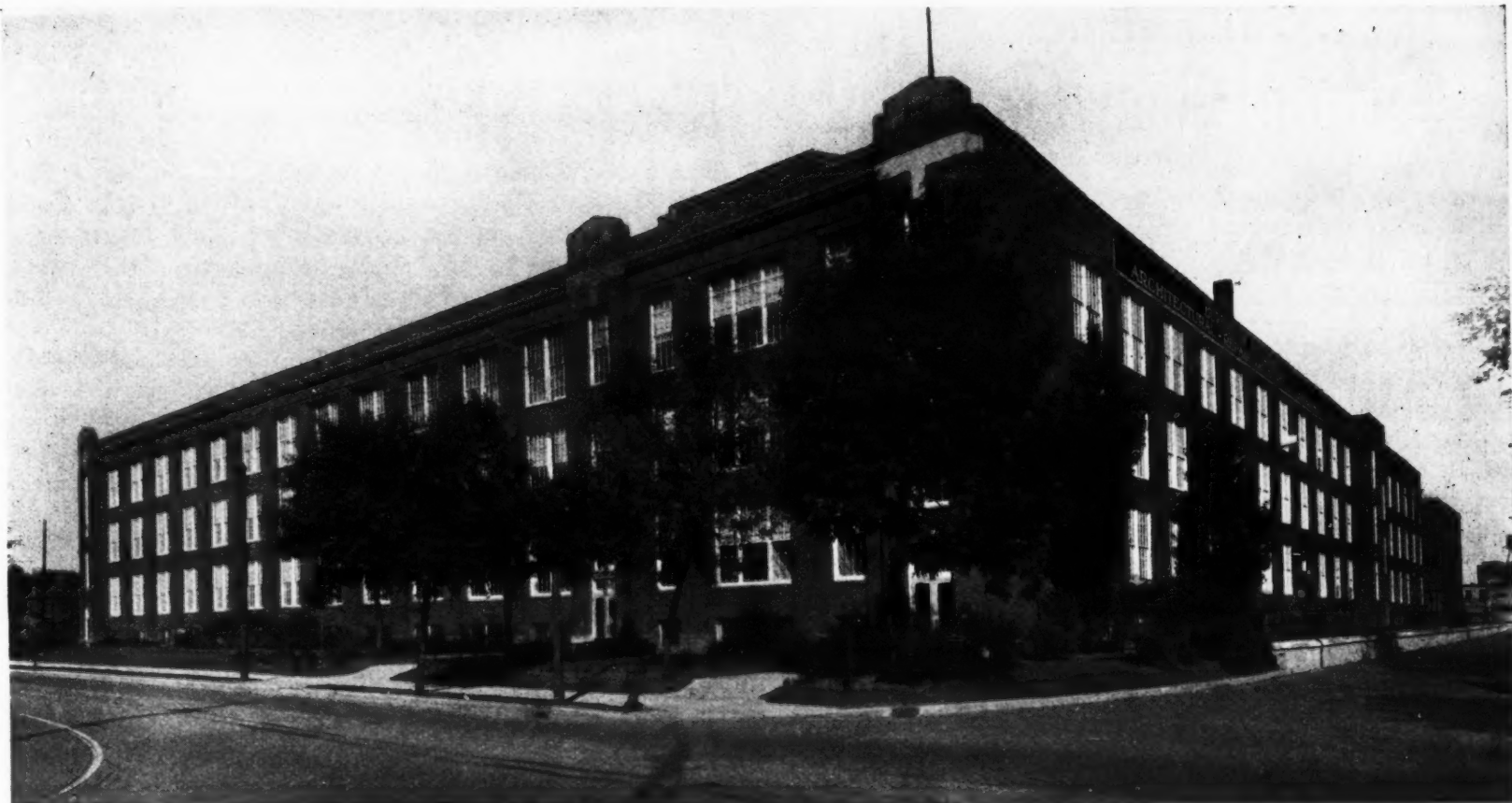
This year the board adopted a single-salary schedule and allotted money sufficient to restore approximately 7 per cent of the teachers' salary cuts necessary in the past four years. Mr. Patt has taken a deep interest in the Longfellow School, at Tenth and Felix Streets, an opportunity and training school for the children of the whole city, which is becoming increasingly well known for the excellence of its work. He has also assisted the Crippled Children's School, Second and Cherry Streets, founded this year under the patronage of the Junior League and the Buchanan County Cripple Children's Society. This school is filling a long-felt need.

of delivery requested and upon receipt of the materials listed thereon is signed and returned to the purchasing department of the board where it is immediately matched up with the contractor's invoice and placed in line for payment.

B. Typewritten vouchers are prepared and the invoices together with the receipt of the school as represented by the fourth copy of the purchase order, attached thereto. The voucher is then attested or signed by the purchasing officer and forwarded to the auditor or warrant officer who may warrant its payment to the treasurer. Voucher checks are drawn by the treasurer and mailed to the contractor. These transactions can all be accomplished within less than ten days which is the usual discount period. If payable under terms of thirty days net, the same procedure is followed except that the invoices are grouped and paid once each month. A copy of all invoices and vouchers should be kept in the purchasing office for the purpose of recording and checking the contractors' monthly statements, and to make the proper charges against the various schools or points of delivery. During the interim between the receipt of the invoice and the receipt of the fourth copy of the purchase order, all prices are checked to see that they are in accord with contract prices. The proper activity charge is placed on the invoice and entered in the record of the board.

C. The same procedure is followed in all purchases whether the purchase is made on contract or emergency basis. If goods are delivered to the central depository instead of to a school, the warehouse superintendent acts in the capacity of the receiving agency and charge on the invoice is made against a general stock account. Later it is delivered to the schools upon requisition and distribution shown by the purchasing officer to the board in the form of monthly reports.

D. All of the foregoing is based upon a budget as set annually by the board of education, and careful check must be made to prevent overdrawing or over-contracting against existing appropriations.



PLANT ADMINISTRATION BUILDING OF THE MINNEAPOLIS PUBLIC SCHOOLS, WHERE THE DEMONSTRATIONS FOR THE N.A.P.S.B.O. WILL BE HELD

Public-School Business Officials Will Meet

Minneapolis the Scene of Important Convention

In recent years the business side of school-administrative procedure has assumed greater importance, due to the expanding educational program and the fact that the growing pupil enrollment had to be met with a reduced income. The building of well-planned budgets, the maintenance of buildings, the development of housing programs, the purchase of supplies and equipment, the handling and safeguarding of funds, consistent with resources at the school board's command on the one hand, and the maintenance of an adequate educational program on the other, have involved exceptional business-management ability. The officials who have been entrusted with the business management of schools have, during the past few years, been confronted with most complicated and vexatious problems. By necessity they have been not only business experts in the sense that they

have made the dollar go farther than it has ever gone before, but they have been required to exercise educational statesmanship in order to satisfy superintendents and teachers on the one side, and taxpayers on the other.

The members of the National Association of Public-School Business Officials will meet at Minneapolis, Minn., October 13-19, 1935. This organization, which was founded 24 years ago, includes in its membership those who, in the capacity of business superintendents, business managers, purchasing authorities, school-building supervisors, auditors, accountants, and secretaries, have direct charge of school-business affairs. In fact, they are the executive and supervisory officials who have charge of the financial and business side of American city school systems.

The convention will prove of exceptional interest not only because of the fact that most timely and pressing problems will be discussed but also because the city of Minneapolis will be the scene of the deliberations. This city was one of the first in the United States to inaugurate the unit system of administration, through which the superintendent of schools is the chief executive in the educational and business structure of the school system, and the business manager is an assistant superintendent directly associated with the educational staff and in full charge of the business affairs.

Besides, it is the home town of Mr. George F. Womrath, one of the great leaders in the field of business administration of school systems. He has for many years served as the business superintendent of the Minneapolis board of education and is the author of books and pamphlets on the subject of school-business administration which are widely accepted by the school field. He has led in clarifying the theory as well as the practice of important aspects of school-business and school-plant operation.

The Regular Convention Program

The main program for the Minneapolis convention, to be outlined by Mr. James J. Ball, president of the Association and business manager of the Denver school system, has not yet been announced. It is known, however, that strong emphasis will be placed on reconstruction and re-

adjustment problems arising out of the emerging economic and social situation. An important feature of the program will be the several reports of special committees in the field of school supplies, building maintenance, insurance, and accounting. Leaders in both fields of the theory of educational administration and practical school business administration have been secured for addresses and discussions. Special round tables for both large- and medium-sized cities are being arranged.

A unique feature of the program will be an auxiliary program, arranged for the dates of October 13, 14, 18, and 19. These will dovetail into the main program, which is set for October 15, 16, 17, and 18.

The Auxiliary Program

The auxiliary program, which has come under the direction of Mr. Womrath and which represents local Minneapolis talent, is well worth the attention of school officials.

Among the subjects to be discussed is that of general building construction. B. B. Duemke, a

(Continued on Page 81)



MR. H. J. MILLER
President, Minneapolis Civic and Commerce
Association.



MR. GEORGE F. WOMRATH
Business Manager, Board of Education,
Minneapolis, Minnesota.

THE AMERICAN School Board Journal

EDITORS:



WM. GEO. BRUCE

WM. C. BRUCE

Federal Support for the Cause of Education

ONE of the many strange phenomena of the expansion of government agencies by which the "New Deal" has sought to meet the emergencies of the depression, has been the rather complete neglect of education as a factor in the economic and social life of the nation, and the strong tendency to use new and wholly untried agencies for carrying on the measures which touch the field occupied for so many years and so successfully by the schools.

The so-called nursery schools are among the new agencies which the Federal Government has fostered as a relief measure. The kindergarten, which has been closed in numerous communities in spite of its recognized service, and its logical value as an expansion of the school system downward into the earlier years of children's lives, has been wholly overlooked. Nor has there been any clear-cut reason for this neglect. Whatever value the nursery school may demonstrate after years of experiment, it is not so solid in the present philosophy or method that it deserves to receive recognition and aid at federal hands, when the effectively established and scientifically developed kindergartens are starving or have not yet come into the full breadth of their possibilities, especially in smaller communities.

The adult-education movement similarly has been aided in a sporadic manner and without regard for the agencies which the regular school systems with their well-organized administrative setups and their wide-flung school plants might have put into immediate effect. Neither the night school nor the day continuation school has adequately been considered in the federally aided adult-education program.

The federal aid to school-building construction has not had any careful state supervision such as the various state departments of education might have given through their divisions of buildings and grounds. There has been little or no state planning to overcome unwise and wasteful situations in the organization of school districts. Rather the effort has been to get the federal funds regardless. It should be said, however, that the federal control of local building contracts has been effective in raising standards of construction and has improved methods of letting contracts.

The newest proposal of a National Youth Administration seems to neglect the element of education as its core and central concern. Finding employment is to be its main objective. High-school students where families are on relief are to be aided to the extent of \$6, and the monthly assistance of \$15 for college students is to be continued, but there seems to be nothing in the announced plans which will guide boys and girls, or give them prevocational instruction, or make the projected apprenticeship educationally effective. The Office of Education which should have been entrusted with the entire job through its Federal Board for Vocational Education, does not appear to be an integral factor in the plan.

It seems reasonable to ask that the educational forces of the nation be considered in the new administrative setups in Washington. There is more than ample planning and executive ability among the state and city administrative bodies to give Washington wise and forward-looking service in all its social-betterment program of which education must be a part. If the present leadership in the government agencies for education is inadequate, it can be replaced with some which has the needed political sagacity. If the National Education Association has been unacceptable, to represent the teaching forces, the Department of Superintendence can

come forward with a new group that will be more effective. Certainly, the experience of the last three years is not reassuring. If federal aid comes more completely into the picture, what will be the result? Educational fascism is not impossible.

Contested Dismissals from School Service

IT IS safe to say that during the present year more than ever before, dismissals from the school service were made which were either followed by vigorous protest, or resisted through court action. Some of these cases have attracted public attention over wide areas in the states in which they transpired.

A typical case is one in which a superintendent, principal, or teacher has been discharged by the board of education, without the formality of a hearing. The reason set forth is usually briefly couched in the words that the dismissal is made "for the good of the service," or that the dismissed person has been "insubordinate and failed to co-operate with the board" or his associates. One who does not know the true inside facts cannot pass judgment upon the justice, or injustice, in any given case. The assumption must be that the board of education, in each instance, did exactly what it ought to do, regardless of the unpleasantities that might follow.

The claim set forth in contesting a dismissal is either that a contract has been violated, or that a tenure law has been ignored, or that on other grounds it was wholly unjustified. The charge is sometimes made that the board of education was actuated by petty animosities, intrigue, or political manipulation.

In reviewing some of the cases, it may be of interest to note the final outcome, and to estimate the expediency of resisting an official school-board action. In most cases, the courts have sustained the boards of education as being entirely within their legal rights, in the absence of contracts to the contrary, to employ or to discharge persons in the school service.

But the expediency of resistance, after a dismissal has gone into effect, may still be questioned. Suppose the court decides that the board of education was wrong, and that the discharged person must be reinstated. Who has won the suit, and who has lost? Is it a comfortable situation for anyone to hold a position in an environment where he is *persona non grata*? True, a removal unjustly made, and so determined by a court of law, implies a vindication and the recovery of salary and, what is more important, of professional prestige. But a reinstatement under these circumstances does promise a comfortable situation, with a decent professional future.

School boards, on their part, should exercise the greatest caution in dealing with a dismissal. If the incumbent, be he superintendent, principal, or teacher, falls short of the required standards, his removal is quite in order. The school-board member discharges a public trust and he has no alternative in demanding efficiency of service on the part of the school executive and the teaching staff. However, no person should be summarily dismissed, unless a serious situation has arisen so that action is both legally and morally justified. The privilege of resigning, in order that the professional prestige of the person involved may be protected, should and must be afforded.

Publication of School-Board Proceedings

THERE are many communities in the United States, more particularly the smaller towns, where the official proceedings of the board of education are published in the local press. The practice is quite popular in the states of the middle west.

In fact, the legislature of Wisconsin has recently enacted a law which makes it compulsory on the part of boards of education of all cities and villages to publish within thirty days the proceedings of their meetings in a local newspaper. Where no newspaper exists other means of securing publication must be employed.

In the larger communities, the proceedings are customarily published in pamphlet form for purposes of record and public information. This practice applies to all large American cities and to most of the medium-sized cities. In the main, these published proceedings are confined to the reports submitted, to the official action taken, and to statistical information. In some of the proceedings issued by New England school committees the arguments and dis-

cussions engaged in by the members are printed in full and are intended to explain why a certain proposal is made and action thereon taken.

The idea of publishing the proceedings of board-of-education meetings is, no doubt, accentuated through the fact that the public mind is at this time in a somewhat scrutinizing mood on all public expenditures. The schools command a liberal slice of the public funds and the eye of the taxpayer is directed to the expenditures made.

The expediency of giving proper publicity to school-board deliberation and action cannot be questioned. It is true that the official proceedings constitute dry reading and are consulted by a comparatively small number of citizens, but the very fact that a public body records its doings in a manner that any taxpayer may be informed, has a quieting and reassuring effect.

Something About Politics in School Administration

THE observer in the field of school administration will, from time to time, hear the cry of politics, as applied to the doings of the local board of education. Here, it is not always implied that somebody has engaged in partisan political manipulation, but rather that someone has proceeded along selfish lines in securing public favors. Someone has received an appointment, a contract, or a concession which was granted on the basis of favoritism rather than merit.

There is, however, another phase of the political character of boards of education which springs out of the approaches and methods employed in the plan of organization. We have in mind here the so-called bipartisan plan, whereby citizens representing the two leading parties, the Democratic and Republican, must be recognized.

While a board of education so created does not necessarily carry the bipartisan idea into its official labors, and usually holds to non-partisan acts, there is, nevertheless, a tendency now and then to recognize political affiliation. In organizing the board, there may develop a seesawing between the Democrats and Republicans on the question of leadership and committee representation.

In some communities, school elections are conducted on strictly partisan lines. A case has come to our attention recently where a newspaper hailed the superintendent-elect as a Democrat who succeeded a Republican. Occasionally the announcement is made that one or the other of the two parties will control the organization and capture the presidency. Items, too, have appeared in the public press to the effect that "So and so, a Democrat, was chosen janitor," etc.

The objection to a bipartisan board of education lies in a tendency to carry out the partisan idea in the selection of the school personnel. A member of a board of education may have his party affiliation as has every other citizen, but it is a grave question whether such affiliation should find expression in the employment of the schoolworkers.

There must be a nonpartisan attitude on all deliberations affecting the integrity and efficiency of the school system. Where the laws provide bipartisan boards, or permit the conduct of school elections on political partisan lines, such laws should be repealed. If the schools are to be free of politics in the partisan sense, then the administrative bodies must primarily be chosen upon nonpartisan lines.

Fixing Qualifications for School-Board Service

THERE have been advanced from time to time many specifications as to the type of citizenship that may be deemed eligible for board-of-education honors. Reduced to simple terms these specifications mean that character and fitness must control. While there are those who emphasize cultural standards, others hold that common business judgment is a main essential.

The League of Women Voters of Franklin County, Ohio, recently adopted a declaration which fixed the qualifications for candidates of schools as follows:

"Candidates should possess a sound educational philosophy; good citizenship; degree of business management; open-mindedness; a

general knowledge of school laws; good judgment; formation of sound policies; should not seek special privileges; safeguard confidential matters, protect the rights and welfare of school employees and be free from any 'special interest' control."

There can be no doubt that this covers in a general way the qualifications that enter into the school-administrative service. The lawyer, doctor, banker, merchant, or manufacturer, however, may contribute something of the respective vocational experiences which may prove valuable in governing a school system. The woman member, too, may have her special value in determining certain phases of the school service.

The suggestion has occasionally been advanced that those who have had experience as a teacher make the most acceptable school-board members. This suggestion has not been verified in fact. There is unquestionably an advantage in having an intimate knowledge of the duties that come within the province of the teacher, but it does not follow that this knowledge is essential in serving as a school administrator.

The conceptions as to the qualifications have in recent years assumed a somewhat wider range. There are definite interests demanding recognition. For instance, in the industrial communities the labor organizations demand representatives. Women's and parent-teacher organizations likewise urge recognition. There are teachers, too, who urge representation.

Besides the clamor for group representation, there are also moods and trends in the life of a community which seek expression in the administration of the schools. There is the socialistic tendency that stands out in contradistinction to the conservative. It raises the question whether the school-board member should have a social philosophy, or whether he can escape it. Or finally, whether the superintendent of schools should reflect philosophies entertained by the board members.

All these considerations may seem somewhat finespun and remote from the traditional approach to the creation of a modern board of education. But the newer trends are constantly asserting themselves.

On the whole, experience has demonstrated that the citizen, be it man or woman, who possesses an unblemished character, measures up to acceptable standards of intelligence, manifests a sympathetic interest in the schools, and is progressive in spirit and action, is qualified to serve as a member of a board of education. The faculty to understand a situation, sound judgment, and common sense, will guide a member through the most complicated and vexatious situations and render his work successful.

Subjecting Superintendents to Examination Tests

AN INTERESTING innovation in school-administrative procedure was recently undertaken by a New England city. The school authorities contemplated the appointment of an assistant superintendent of schools. There were several candidates whose friends brought pressure to bear upon the members of the board of education. In order to relieve the situation, it was decided to subject the several candidates to an examination by faculty members of three higher institutions of learning. The best man was to get the appointment. But the plan was finally abandoned.

This approach to the selection of a school executive is indeed new. While it may relieve the school-board members from certain embarrassments, it does not follow that the plan is altogether in keeping with best thought and experience in the field of school administration. School superintendents have always been chosen in the light of character, experience, record of service, and training.

Written tests are unquestionably valuable for demonstrating many phases of a man's academic preparation, of his educational philosophy, his mastery of techniques, his ability to use the great variety of sciences and arts that are involved in school-administrative labors. They may even show many of a candidate's traits of character and may be used to round out a rather complete picture of experience and service. But it may be questioned whether all this is little more than the frame of reference within which a competent group of men of affairs, including both trained educators and lay members of a school board, must construct their personal judgments, supplemented by face-to-face conference, and honest estimates of former associates and superiors.

Administrative Procedure for the Control of Discipline in the High School

La Vern Krantz¹

Principals are constantly confronted with the problem of discipline in the management of their schools. No matter how well the teachers are trained or how well the offering of curriculum meets modern approval, the program of achievement is materially hindered by a poor type of school control. Many times the principal is baffled by the peculiar difficulties and wonders what may be done in improving the situation. It is the purpose of this article to indicate some of the common practices of school control and the opinions of experienced principals as to the value of certain methods of control. The data are obtained from inquiries sent out to secondary-school principals located in the states of Iowa, North and South Dakota, Missouri, Nebraska, and Minnesota. The returns according to size and type of school appear in Table I. The replies were classified in three groups on the basis of the size of the school. Group A, as it will be referred to, constituted schools with enrollments of less than 125; Group B included schools from 200 to 325; Group C included all schools with enrollments in excess of 400.

TABLE I. Schools Reporting According to Size and Type

Size	Four Year H. S.	Junior H. S.	Six Year H. S.	3 Year Senior H.	Total	Per Cent
A	38	0	4	0	42	27.3
B	35	3	7	4	49	31.6
C	22	12	16	14	64	40.9
Total	95	15	27	18	155	100.0
Per Cent	61.7	9.7	16.9	11.7		

As indicated by calculating the degree of agreement upon several items of the questionnaire between two groups of replies chosen at random, the reliability of the data is believed to be high enough to permit rather definite conclusions so far as chance errors of sampling are concerned. The data given has been considerably condensed and rather briefly discussed.

Many principals are handicapped by the lack of complete authority in handling disciplinary problems. The knowledge on the part of students that this power is invested in the principal demands respect which serves as a preventive device to those ruled by no other force. As indicated in Table II, we find approximately four out of five schools in-

TABLE II. Investment in the Principal of Authority to Suspend Pupils

Questions asked	Size of School	Total for all sizes	Per Cent
	A B C		
Do you have the power to suspend pupils in your high school?			
Yes	30 38 50	118	61.9
No	9 7 10	26	16.1
If not, who does have the power?			
Superintendent	11 10 3	24	
School Board	2 0 9	11	

vesting this power in the principal. While it is true that the power of suspension is a last-resort measure and must be judiciously used, any well-trained principal will be careful not to abuse the power. It is needless to say that the entire co-operation of superintendent and school board is essential to any plan of school control.

As indicated in Table III, very few if any of the teachers' meetings being held per year are devoted to the study of disciplinary problems. A great deal of "teacher failure" is better termed

TABLE III. Teachers' Meetings Held Per Year Devoted to Discipline

Number of meetings	Frequency by size of school						For all sizes of schools	
	A	B	C	D	E	F	%	
0	13	40	15	36	22	64	46	
1	9	15	4	11	4	12	15	
2	6	18	5	14	5	18	18	
3	1	3	1	3	1	3	3	
4	2	3	3	8	1	3	6	
5	1	3	1	3	0	0	2	
6	1	3	4	11	0	0	5	
7	1	0	0	0	0	0	0	
8	1	3	0	0	0	0	1	
9	0	0	0	0	0	0	0	
10	1	3	5	14	1	3	7	
24	1	3	0	0	0	0	1	
52	1	3	0	0	0	0	1	
A. reported in even per cent								
Medians for each size								
	.7		1.2		.22		.27	

"failure in discipline." Those teachers having trouble need careful guidance and counsel in the working out of their problems. Each situation has its

¹Superintendent of Schools, Carver, Minnesota.

peculiarities and needs study which it would seem must be stimulated and carried on in connection with faculty meetings.

Much discussion is found in books and periodicals regarding the salient features and shortcomings of student participation in school control. A study of opinions suggests that excellent results may be obtained by a co-operative plan whereby students and faculty solve their problems together. In 64.6 per cent of the schools "complete faculty control" is said to obtain best results (Table IV).

TABLE IV. Method of School Control Used

School Control	Size of School	Total	Per Cent
	A B C		
Complete faculty control	30 38 28	96	63.6
Pupil participation in school control	9 11 34	54	36.7
Pupil control	0 0 1	1	.7
Totals for all schools	39 49 63	151	100.0

Lack of definite information as to procedure in carrying out the co-operative plan may be offered as a reason. It may also be due to the fact that "complete faculty control" is considered easier to administer.

The number of schools in which pupils assume responsibility for order in study hall, corridors, and library is shown in Table V. Pupils take charge of the corridors in about 45 per cent of the large schools. In the majority of schools of sizes A and B pupils do not assist in this respect. Of schools of all sizes, only one third report pupils taking charge of corridors. Pupil supervision of the study hall seems to be a rare thing in any school.

TABLE V. Pupils Reported Taking Charge of Study Hall, Corridors, and Library

Answers by Size of School							
	A		B		C		
	Yes	No	Yes	No	Yes	No	
Corridors	5	35	7	40	36	30	108
Study Hall	5	37	2	48	7	41	124
Library	21	19	22	22	17	41	83

In few more than half the small schools, pupils are reported to be taking at least partial responsibility for behavior in the library. This may be due to a heavy teaching program in small schools with its lack of adequate teaching staff. One half the size B schools, and less than a third of the large schools, report pupils taking charge of the library. Large schools can afford the trained librarian and do not need pupil assistance. For all schools, approximately three sevenths have pupils in charge of the library.

TABLE VI. Student Action in Reporting Offenders and the Recommendation of Punishment for Various Offenses

Questions on the reporting of offenses	Size of School	Total
	A B C	
Do students report offenders?	10 31 10	51
Do students determine or recommend punishment?	6 33 4	43
Do students recommend punishment in cases of personal affronts to teacher?	8 27 3	38
Do students recommend punishment in cases of offending the social group?	12 22 10	44

The extent which students participate in reporting offenders and recommending punishment is shown in Table VI. The percentage of schools in which students report offenders is similar for each size and all sizes, being about 35 per cent.

TABLE VII. Methods of Reporting Cases to Principal

Method of Reporting	Size of School	Total
	A B C	
By note to principal with pupil reporting immediately	9 9 20	38
By note to principal with pupil reporting later	9 9 19	37
Teacher giving oral report without pupil present	32 34 30	96
Teacher reporting case in presence of pupil	15 17 24	56
Pupil reporting case in presence of teacher	5 5 15	25
Pupil sent directly to office and giving own report	25 26 33	84
Totals	95 95 150	340

In a few instances students recommend or determine punishment, but the percentage of such instances is small and there is very little difference in practice among schools.

Personal offenses to an instructor are handled by the instructor as shown by the fact that very few have pupils recommend punishment. Evidently teachers and principals feel that these cases are of such serious consequence that they need personal attention. In answer to the question whether pupils recommend punishment when the offense affects the social group, a larger percentage of affirmative replies were received. A little less than one third of all principals advocate this practice, and there is no decided variability between schools of different sizes.

Methods of reporting cases to principals appears to vary with size of school (Table VII). Two methods are frequently used by all schools, namely, "Teacher giving oral report without pupil present," and "Pupil sent directly to office and giving his own report." Schools reveal a general tendency to adapt the method of reporting to the type of problem case. This is particularly evident in large schools from the greater frequency for each method of reporting. "Teachers may use any method they think best fits the case," "Varies according to type of case," "Practically all of above are used," were some of the comments by principals. Large schools use the method "By note to principal with pupil reporting immediately" with the greater frequency. While differing in this respect from schools of small and medium size the difference is not significant.

Data on the attitude of principals toward methods of reporting cases are given in Table VIII. It will be noted that the method preferred is the one

TABLE VIII. Frequency of Principal's Preference for Methods of Reporting Cases

Method of reporting	Size of school	Total for all sizes
	A B C	
By note to principal with pupil reporting immediately	5 9 27	41
By note to principal with pupil reporting later	5 3 2	10
Teacher giving oral report without pupil present	14 18 6	38
Teacher reporting case in presence of pupil	8 11 13	32
Pupil reporting case in presence of teacher	2 4 7	13
Pupil sent directly to office and giving own report	9 11 16	36

employed most frequently. The "oral report of teacher without pupil being present" is preferred by principals of size A and B schools. "By note to principal with pupil reporting immediately" received greatest preference by principals of large schools.

Almost 90 per cent of the principals state that there are conditions under which pupils should be dismissed from class for breaches of discipline (Table IX).

TABLE IX. Principals Believing There are Conditions Under Which Pupils Should be Dismissed from Class

Answers	Size of School	Total	Per Cent
	A B C		
No	5 3 7	15	11.6
Yes	28 36 50	114	88.4

The conditions under which pupils are sent from classes are given in Table X. "Causing general disturbance" is any act on part of pupil which would detract from efficiency of classwork. This offense received the highest mention by principals in all sizes of schools. Causing general disturbance and insubordination, or any act on part of pupils which shows a lack of respect for teacher authority was given by 87.5 per cent of the principals. Other

TABLE X. Conditions Under Which Pupils are Sent from Classes

Conditions	Size of School	Total frequency for all schools	Per cent
	A B C		
Insubordination	23 41 57	121	40.9
Causing general disturbance	34 46 58	138	46.6
Not knowing lesson	10 10 11	31	10.6
Other causes			2.0
Unexcused absence or tardiness	1	1	
Discourtesy	1	1	
Cheating	1	1	
Not having equipment	1	1	
Totals		256	100.0

conditions in order of rank are: not knowing lesson; not having equipment; cheating; unexcused absence; tardiness. The last items are widely scattered with a poor representation among the schools. Principals are in agreement that the two conditions for dismissal from class are: causing general disturbance, and insubordination.

The relative frequency of different methods of entrance to class after pupil has been dismissed for misbehavior is shown in Table XI. The principals of schools of medium size prefer the practice of entrance by written permit. Written permit

(Continued on Page 78)

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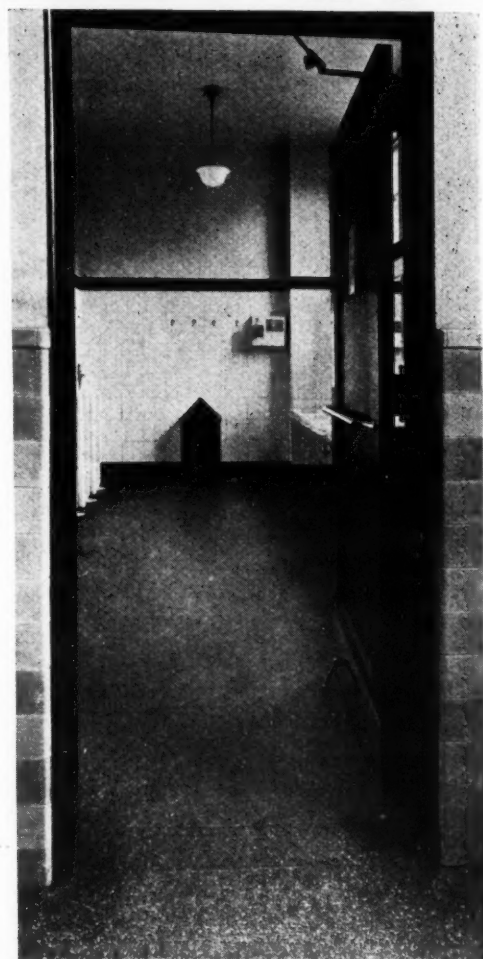
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School Board News

HOW MINNEAPOLIS SCHOOLS MET THE DEPRESSION

At this time, when thousands of school officials throughout the United States are concerned with the task of squaring the expenditures with the income and, at the same time, keep the school system upon reasonable levels of efficiency, it may prove of some interest to note how one American city at least has solved its financial problem.

The board of education of Minneapolis, as the result of the depression, was confronted with the necessity of making a radical budget reduction. The normal budget is a trifle over \$8,000,000, or about \$100 capita for approximately 83,000 children. In view of the tax situation a cut of nearly 25 per cent had to be made.

The total assessed valuation of Minneapolis decreased from \$330,853,639 in 1932, to \$262,329,723 in 1935. In 1932, the board requested \$7,757,518 for the 1933 budget, after providing a 10 per cent cut from schedule salaries. A tax rate of 19 mills was agreed upon, which resulted in revenues amounting to \$6,187,057. This figure was so far below what had heretofore been deemed necessary to run the schools that an heroic attack on the budget had to be made. Here are the changes that were made:

1. The building program was abandoned in 1931.
2. Overcrowding in high schools has been relieved by redistributing pupils.
3. Free summer schools have been eliminated.
4. Extension schools have been cut over \$40,000, or about 50 per cent.
5. Restrictions have been placed on the free use of school buildings.
6. The personnel has been reduced by increasing the size of classes.
7. Supervisors have been placed in teaching positions.
8. The 10-day sick leave for teachers was discontinued, and was later partially restored.
9. The school year has been shortened by two weeks.
10. The child-study department has been reorganized, at a 40 per cent saving.
11. Salaries of all employees have been cut. Reductions run from 14 per cent to 26 per cent.

Since 87.5 per cent of the Minneapolis school budget is made up of personnel, no large savings have been

possible, without cutting salaries or cutting the number of employees. The revenue shortage has been so large that in order to balance the budget and maintain the salary schedule it would have been necessary to drop approximately a thousand teachers. Such a policy could not be followed, without seriously curtailing the educational opportunities of Minneapolis children and for this reason salaries were drastically cut. For the new school year, the 1934-35 pay rate will be continued.

SCHOOL-BOARD NEWS

♦ New York, N. Y. The Citizens' Budget Commission, in a recent statement, has charged that "grossly excessive" salaries are being paid by the board of education to an overlarge administrative staff and to its administrative officers. Not only are board-of-education pay rates excessive, but they are written into the state law, so that the city is powerless to reduce them, according to the commission, which pointed out that this protection is enjoyed by no other class of city employees.

Comparing the present school-administrative staff and salaries with those of 1918, the commission charged that while day-school enrollment has increased only 36.2 per cent, there has been a 78.6 per cent increase in personnel from 651 to 1,163 employees, and a 197.8 per cent increase in total pay from \$942,048 to \$2,805,205.

♦ Osakis, Minn. The board of education has approved a resolution, providing for a reorganization of the school system on a six-six plan, with six elementary grades, three junior-high-school grades, and three senior-high-school grades.

♦ El Paso, Tex. The school board has voted to employ an instruction supervisor and curriculum adviser to supervise instruction above the fourth grade.

♦ Covington, Ky. The school board has voted to make a change in the coverage of school property with insurance, following several months' study by a committee of insurance men and school officials. Under the plan, the board will carry \$382,450 of insurance, to be divided equally between fire, explosion, and tornado coverage. The insurance will be based upon book values of the buildings and contents as carried by the board.

♦ Reorganization of the public-school system of Illinois appears apparent, under plans proposed by the newly appointed Educational Commission. Steps have been taken for a reorganization of the school system to include all phases of the program.

♦ Muscatine, Iowa. The board of education has installed a new system of bookkeeping. The new system

is more in detail and is approved by the state education department.

♦ Mayor La Guardia, of New York City, recently criticized school officials, following the discovery that principals and assistant principals had been charging the city \$30 a week for their presence at adult-education classes in public schools. These principals had been in attendance at these classes to see that no damage is done the school property. The mayor indicated that the classes would be continued but that other measures for protection would be attempted. The mayor showed that 23 school officials had been receiving the payments, which cost the city \$690 each week.

♦ Basic textbooks for elementary grades, and high-school texts for which unit adoptions have been made, will be furnished to children in North Carolina schools during the school term, at a rental fee of one third of their retail price, according to a statement of the state textbook rental commission. Approximately \$450,000 worth of books will be purchased for the use of elementary pupils, and will be rented on a per-book basis, in order that children may use second-hand books if they so desire. Mr. A. S. Brower, director of the state division of purchase and contract, and Mr. R. Gregg Cherry, supporter of the textbook rental bill, have been appointed as a committee to work out a purchase agreement with book publishers.

♦ Boards of education in Ohio, under a new state school law, will receive \$45 a year, to be used in educating each elementary-school pupil, and \$67.50 for educating each high-school student. A levy of three mills will be made on the taxable property to provide additional funds to cover the cost. Under the new law, a school district must hold school for at least nine months in the year. Each board must determine before the school term opens whether the term will be eight months or nine months.

♦ Attorney General Harry S. Toy, of Michigan, in a recent decision, has ruled that a school board may not legally contribute funds of the district for financing a county health unit, and that school funds may not be expended by a board of education for the performance of any specific health service in the schools. The opinion was given to the school board of Mount Pleasant.

♦ The State Textbook Rental Commission of North Carolina has taken action toward the adoption of a textbook rental system for all public schools. Mr. A. S. Brower, director of the division of purchase and contract, and Mr. E. N. Peeler, director of the rental system, have begun the preparation of a set of rules reg-

(Concluded on Page 52)

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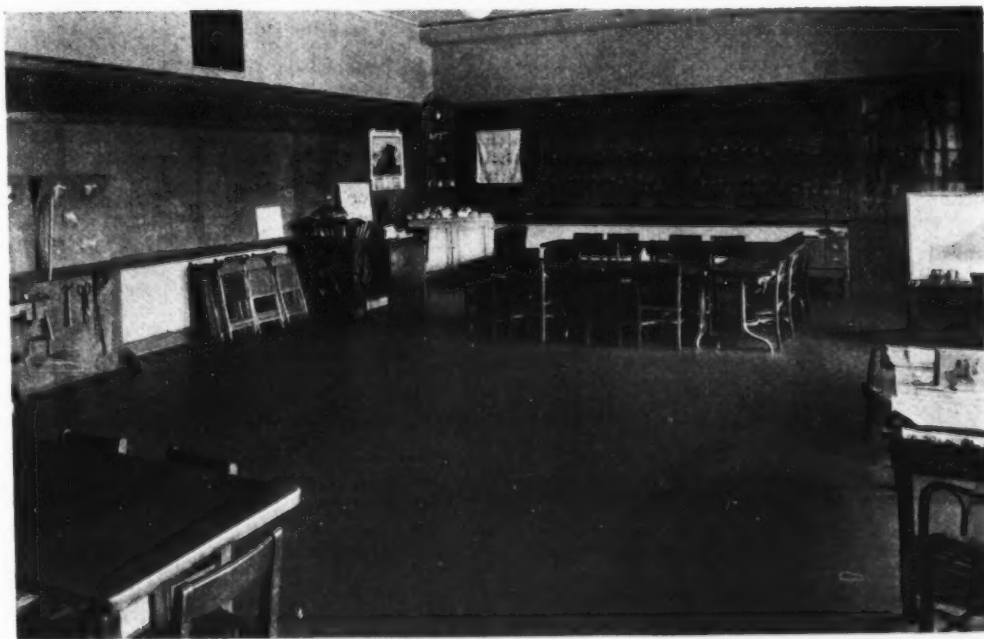
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MINUTE COUNT



(Concluded from Page 50)

ulating the handling of books and collections of rent. The textbook rental system was authorized by the 1935 legislature.

♦ Two laws, affecting the city schools of Milwaukee, have been signed by Governor LaFollette of Wisconsin. One law increases the pay of school-board members from \$3 a day and a maximum of \$100 a year, to \$600 a year. Another law provides that any school in Milwaukee may offer instruction in any foreign language, provided a petition is signed by 50 parents in such a school. The Michalski bill, passed by the Wisconsin Legislature, opens the city high-school stadia to amateur athletic contests. Under the law, the keys to the stadia are taken from the school board and given to the city council.

♦ All school busses in the State of Ohio, whether privately or publicly owned, are entitled to free license plates. The new law, which became effective September 5, has been interpreted by Attorney-General John W. Bricker as including any vehicle however owned, used exclusively to transport school children to and from school.

♦ The board of examiners of the New York City board of education has refused a teaching license to a young woman because she is overweight. An appeal to reverse the order has been made to the New York State Commissioner of Education. In the past the board has refused licenses to persons badly scarred, defective in hearing, sight, etc.

♦ New York, N. Y. School desks to be bought in the future for the schools will be simpler, painted brown, and fitted with straight-line standards. Specifications developed by a committee of the board, headed by Mr. Henry C. Turner, are intended to permit wider competition and lower prices. "Stock" desks cannot be bought for New York schools because of the narrow tops.

♦ Drastic changes in high-school tuition and state aid for county schools in Michigan have been effected, as a result of a new law passed by the state legislature and signed by Governor Fitzgerald. Under the law, the state will pay high-school tuition to the amount of \$65 per pupil and will furnish further aid to those schools qualifying under the provisions of the law.

Further state aid will be paid on the following basis: \$750 for one teacher and an average enrollment of twelve pupils; \$9 for each pupil in excess of twelve for an additional 32 pupils.

The tuition for 1936-37 will be paid at the rate of

\$65 for each nonresident pupil in school in 1934-35, direct to the individual high school. The law provides that the money shall be paid in three installments, to be made on the first day of the months of October, January, and March.

♦ Married women teachers, dropped from the public-school staff of Muscatine, Iowa, recently lost their fight for reinstatement, when the district court ruled adversely on their writ of certiorari plea. The case was based upon the theory that personal and property rights of the teachers had been invaded or denied, and that it is the duty of the court to maintain and enforce them.

The Muscatine District Court held that in reality the teachers' certificates held by the twelve teachers were at most only evidence of a certain fitness to pursue a definite calling. The ruling of the court contended that the public is not bound to provide positions for all persons holding certificates, and that the appointive body is free to make selections from the qualified group, choosing some and rejecting others. The court said that it is within the discretion of the board what particular persons shall be selected as teachers, provided they possess the required legal qualifications.

♦ In anticipation of the evil of vandalism during the summer months, the school board of New Britain, Conn., appropriated \$1,600 for damages to school buildings.

♦ Winona, Minn. The board of education has approved a budget for the school year 1935-36, calling for \$252,922, which is the same as the estimate for 1934-35. The year's expenses will be unchanged, despite an increase in the number of pupils. Taking advantage of the state income-tax law, the board voted to eliminate from the budget the school-bond fund. Money to pay the school-bond debt and interest will be taken from the schools' share of the proceeds from the state income tax.

♦ Oklahoma City, Okla. The board of education has taken steps to pay its summer employees, following the approval of 25 per cent of its \$2,517,600 budget for 1935-36 by the Oklahoma County excise board. The action of the board has released approximately \$800,000 for immediate use by the board. The money released is for teachers' and clerical employees' salaries and for the maintenance of school plants and playgrounds.

♦ Miami, Fla. The school board of Dade County has ruled that no contract will be issued to any employee of the county schools, except to bona fide teachers. All employees of the schools must be employed by the board, unless the board delegates the right to others.

♦ Asheville, N. C. The school board has voted to adopt a tax rate of not to exceed 25 cents on each \$100 property valuation in order to provide a nine-month term for the city schools and to employ 17 additional teachers. The estimated additional cost will be \$31,000 for the nine-month term; \$14,400 for the new teachers; and a 5 per cent raise, \$14,000, making a total of \$59,440.

♦ Niagara Falls, N. Y. The board of education has approved radical changes in the school system, which were put into operation with the opening of the school year. Among the changes are a new plan of organization, a reduction in class periods, and a decrease in the teaching staff. It is expected that the economies will reach \$100,000 a year.

♦ South St. Paul, Minn. The board of education has recently voted to award no further school business to any person or concern which is more than a year delinquent in taxes. The purpose of the action is to build up a more reasonable attitude toward tax payments, to encourage the legitimate and enterprising taxpayer, and to withhold business from the tax dodger or irresponsible business man.

♦ Providence, R. I. The new offices of the administrative department of the public schools have been occupied for the first time. The offices are located in the old Technical High School Building which was remodeled and made suitable for the purpose.

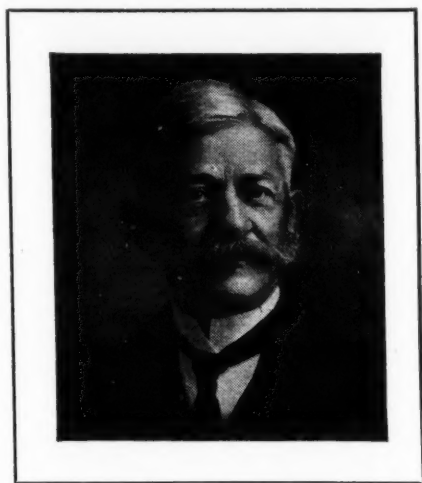
♦ North Mankato, Minn. The board of education has acquired a piece of property adjoining the school grounds, which will be used for school purposes.

♦ The board of education of the Oregon township, Ohio, has dismissed eight married women teachers. Two of them brought suit in a court at Toledo and demanded their reinstatement. The court decided that the teacher's contracts had expired and that it was entirely within the province of the school board not to renew them.

♦ Wyoming, Ohio. The voters of the Wyoming Exempted Village School District have approved a school-bond issue of \$165,000 for additions to the school plant. The building program will be conducted under PWA auspices and will involve a total cost of \$300,000.

♦ Grants Pass, Oreg. The school board is planning the erection of a junior high school, at a cost of approximately \$200,000. The building will include 18 classrooms, study halls, and administrative offices.

♦ Ruleville, Miss. The voters recently approved a bond issue of \$35,000 for the construction of a high school.



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School Building News

CONVENTION ANNOUNCED

The National Council on Schoolhouse Construction will hold its thirteenth annual meeting at Washington, D. C., November 5, 6, and 7. Dr. Ray L. Hamon, of the Peabody College for Teachers, Nashville, Tenn., is secretary-treasurer of the association.

BUILDING NEWS

♦ Swampscott, Mass. The town has authorized a bond issue of \$325,000 for alterations and additions at the existing high-school building. The appropriation of this money is not made contingent upon receipt of a federal grant, but any federal grant that can be obtained is to be applied to the project. Active work is expected to begin about October 1.

♦ Wellesley Hills, Mass. A 14-room modern school building is being completed to replace a 7-room wooden building. The new school will house two kindergartens and two classes of each grade from one to six. The building is equipped with interroom telephones, standard electric clocks and bells, an inter-room broadcasting system for sound programs, and individual drinking fountains. There is a well-appointed acoustically treated assembly hall, seating about 400 persons and a well-equipped stage. The heating system is supplied with two No. 6 oil burners, with univents in each room. The building is a PWA project and will be ready for use when schools open September 10.

♦ A state-wide survey of public-school properties will be made shortly in New Jersey, under the direction of the State Planning Board, of which Mr. Russell Van Nest Black is consultant. It is felt that there are in New Jersey too many one-room rural schools and too many two-room schools, prohibited in cost and unsatisfactory in the educational program which they offer. Available records would indicate that there are 249 one-room schools and 150 two-room schools. Many of these might be discontinued and the children sent to larger buildings in adjoining districts.

♦ Somerset, Mass. Plans have been prepared for a new high school with a capacity of 400 students. Application has been made for a PWA grant.

♦ Madisonville, Tenn. The school board of Monroe county has made application for a PWA loan and grant

for new high-school buildings at Tellico Plains and Vonore.

♦ Rock Island, Ill. The school board has received word of the approval of its request for a PWA loan for financing a part of the cost of a new high school. The cost of the building has been estimated at \$768,000.

♦ Kansas City, Kans. Construction work has been started on the two-million-dollar Wyandotte High School.

♦ Toledo, Ohio. The city planning commission has approved the new school-building program, to be conducted under public-works agencies, at a cost of \$4,300,000.

♦ Pittsburgh, Pa. The board of education has approved a new school-building program, which is estimated to cost \$6,869,540. The program consists of 37 projects, of which twelve have been selected for immediate construction, at a cost of \$1,670,920.

♦ Wichita Falls, Tex. The school board has made application for a PWA loan for the construction of a Wichita County Junior College. The estimated cost of the building is \$350,000.

♦ Conroe, Tex. A \$190,000 school-building program has been started by the independent school district. The buildings will be erected from plans prepared by L. Q. Cato, architect, of Houston, Tex.

♦ Norwalk, Conn. The board of education has approved plans for a senior high school, to be erected at a cost of approximately \$900,000. The building will be erected from plans prepared by Messrs. Tooker and Burley, architects. Application has been made for a PWA grant to aid in financing the construction work.

♦ Somerville, Mass. The cornerstone was recently laid for the combination elementary, vocational, and continuation school building. The building will be erected from plans prepared by Architect J. P. Hefferman, and will be completed at a cost of \$321,150.

♦ China, Tex. Steps have been taken for the operation of a \$20,000 school-building program. The buildings will be erected from plans prepared by N. E. Wiedemann, architect, of Beaumont, Tex.

♦ A total expenditure of \$12,000,000 would be necessary to put the school buildings of New York City in a state of repair, according to a statement of Walter C. Martin, superintendent of school buildings. The sum of \$5,000,000 has been asked in the budget for 1936 to make absolutely essential repairs.

♦ Indianapolis, Ind. Plans have been prepared for the new James E. Roberts School for Crippled Children, to accommodate 200 pupils, and to be erected

at a cost of \$200,000. Messrs. McGuire & Shook, of Indianapolis, are the architects.

♦ The board of education of Cleveland County, at Shelby, N. C., has begun plans for a program of school building and repairs, to be carried out at a cost of \$150,000. The program includes a new high school at Shelby and improvements and new buildings for a number of other districts.

♦ Rock Island, Ill. The assistant administrator of the PWA has approved the school board's request for a federal grant for the construction of a new high school. The estimated cost of the building is \$768,000, of which the government would allocate the sum of \$345,600.

♦ Miami, Fla. The school board has been given an allotment of \$100,000 from federal funds for the construction of new schools in Miami Beach. The board will shortly award a contract for the erection of a high school as part of its building program. The program will involve an expenditure of approximately \$700,000.

♦ Topeka, Kans. The school board has selected a site for a new junior high school. The building will be erected from plans prepared by Messrs. Cuthbert & Suerhk and W. E. Glover.

♦ Fort Worth, Tex. The board of education has awarded the contract for the construction of the Riverside High School. The building will be erected at a cost of \$299,154.

♦ Abilene, Tex. The site has been selected and plans have been started for a Negro school, to cost \$22,000.


♦ Cincinnati, Ohio. The board of education has adopted a \$6,000,000 building program for the year 1936, which will involve the erection of nine new buildings, an addition to the Western Hills High School, and the purchase of sites for additional schools.

♦ Fremont, Ohio. The school board has approved plans for a combined athletic stadium, field house, and a school-bus garage, to be erected at a cost of \$34,125.

♦ Monahans, Tex. The board of education has begun the erection of a school, to cost slightly over \$100,000.

♦ Little Rock, Ark. The school board has announced that it will continue to uphold its rule governing secret societies in the junior college. The decision of the board had been appealed by a group composed of members of the two high-school societies.

♦ Springfield, Ill. The school board has adopted a resolution, in which it refuses to permit rural pupils from non-high-school districts of Sangamon County to



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enter any city high school for the fall term, until the back tuition is paid. The action will affect more than 300 pupils from sections near Springfield.

♦ Columbus, Ohio. The board of education has completed plans for a reorganization of the administrative department of the school system. The plans call for a reduction of the number of assistant superintendents to one. Mr. L. D. Shuter was made assistant superintendent. Two further assistant superintendents will be appointed later.

♦ Newton, Mass. An innovation in the schools this year is a central museum of elementary-school material in the high school. It will comprise reference books, texts for teachers, and a collection of visual education films, slides, mineral, and marine specimens.

♦ Chicago, Ill. The board of education recently voted to ask the federal Public Works Administration for a grant of \$12,007,238 to aid in financing its proposed school-building program.

The program calls for the construction of three high schools, eleven elementary schools, additions to eighteen schools totaling \$4,690,000, and the construction of three recreational centers at a cost of \$189,000. The construction will provide space for 25,000 pupils and will provide 4,338,324 man-hours of labor. The new high schools listed in the program are the Rembrandt, costing \$1,200,500; the Taft, costing \$1,200,500; and the Kellogg, costing \$1,200,000.

♦ Palmyra, Pa. The voters have approved a school-bond issue of \$143,000 for the construction of a junior-senior high-school building.

♦ Ansonia, Conn. The school board has employed William Lescaze, of New York, and Vernon Sears, of Ansonia, as architects, for the planning of the new high-school building.

♦ Charlotte, N. C. The school board has taken steps to obtain from the county commissioners a reconsideration of the proposed school-building program. The original program called for five projects, at a cost of \$330,000, but the county commissioners effected a cut in the cost to \$100,000.

♦ Xenia, Ohio. The voters have approved a school-bond issue of \$95,000 for the construction of a grade-and-high-school building.

♦ Allentown, Pa. An extensive school-building program, involving an expenditure of \$650,000, will be operated in Lehigh County. The two most important projects in the program are the Fountain Hill High School, and the Coopersburg High School.

♦ Spartanburg, S. C. The school board has completed plans for a PWA program to include the enlargement of three schools and numerous improve-

ments to school buildings. The estimated cost of the construction work is \$90,000.

♦ Pomona, Calif. The board of education has completed plans for an elementary school, to be erected at a cost of \$100,000. An appropriation of \$55,000 from school funds and a PWA loan of \$45,000 have been provided.

♦ Huntington Beach, Calif. An elementary school, costing \$137,000, has been completed.

♦ Tulare, Calif. The voters have approved a bond issue of \$90,000 for the construction of a high school.

♦ Supt. J. H. Varnum, of Escambia County, Florida, has begun plans for an extensive county school-building program. The plans call for new schools and additions to existing buildings in various sections of the county.

♦ New York, N. Y. The board of education has obtained approval for federal loans for the construction of three school buildings. The amounts involved are \$1,918,000 for the Franklin Lane High School, \$1,391,000 for the Andrew Jackson High School, and \$393,000 for a new elementary school.

♦ Somerset, Mass. The school board has approved plans for a high school, to be erected at a cost of \$195,000. The plans were prepared by I. T. Almy, architect.

♦ Rock Island, Ill. The school board has obtained approval for a federal grant of \$346,091 for the construction of a high school. The building will be erected at a cost of nearly \$770,000.

♦ Albany, Ore. The board of education has approved plans for two additional units for the high-school group. The present structure will be remodeled to meet the central portion of the structure. Messrs. Tourtellotte and Philips, of Portland, are the architects.

♦ Springfield, Ill. The school board has begun plans for a school-building program. Supt. Frank T. Vasey has prepared a report, calling for a six-three-three type of organization.

♦ Springfield, Mass. The city property committee has voted to proceed with plans for an extensive program of school-building repairs and modernization. The program calls for renovation, repairs, and alterations to 13 school buildings.

♦ Proctor, Minn. The school board has received permission to begin the construction of a school gymnasium and swimming pool. The cost of the construction will reach \$45,000, but the board has been assured of a federal grant of 45 per cent of the cost. The building will be erected from plans prepared by E. F. Broomhall, architect, of Duluth, Minn. A cafeteria, a

small greenhouse, and a library will be provided in the building.

The school district, during the past ten years, had been bound by a bonded and floating indebtedness amounting to \$180,000. This year the board has been able to go on a cash basis for the first time, due to the retirement of the last of its bonds.

♦ Durham, N. C. The school board has taken steps to outline a new school-building program. Tentative plans call for a junior high school in East Durham to cost \$170,000 and an addition to the Whitted School in Hayti, to cost \$50,000.

♦ Scranton, Pa. The school board is planning the erection of a junior high school in South Scranton, to cost approximately \$1,000,000. The district has available \$300,000 from a bond issue voted five years ago, the Federal Government will contribute \$450,000, and the balance of \$250,000 will be carried as a loan in the local banks.

♦ Belvidere, N. J. The school board has received a report on a survey of the school plant, which calls for the abandonment of one school, the erection of a new building, and the remodeling of the high school. The survey experts made five distinct recommendations governing the proposed rehabilitation of the school buildings. These include (1) the selection of a new high-school site, (2) the erection of a six-year high school, (3) alterations and repairs to the present high school to make it adaptable for elementary-school purposes, (4) the abandonment of the present grammar school, (5) the purchase of additional land for play space.

♦ Los Angeles, Calif. The board of education has awarded five additional contracts for school projects totaling \$177,646, in connection with its \$9,000,000 school-building program now nearing completion.

♦ Albany, Ore. The school board has employed Mr. C. L. Huffaker, of the State University, as supervisor of the construction work on the three new buildings for which a bond issue of \$160,000 was recently voted. Mr. Huffaker was employed by the school board last year to make a survey of the school plant.

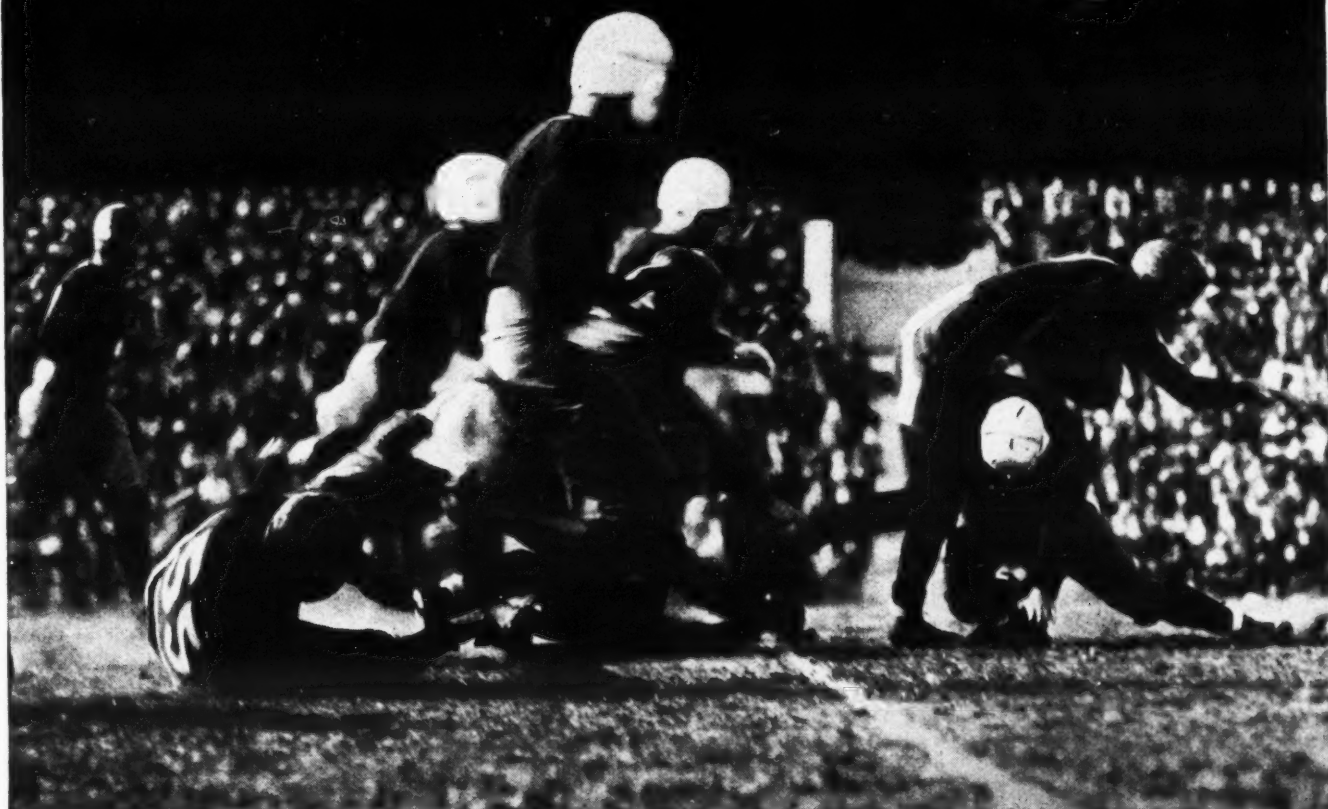
♦ The board of education at Durham, N. C., is completing the first unit of a new high school for Negro students. The building was erected under PWA auspices and cost \$100,000.

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School Administration in Action

CLAREMONT: WHERE THE ACADEMIC COURSE IS EPIDEMIC

Earl Thompson, Ph.D.¹

Claremont, California, is a college community, the home of three flourishing colleges. This does not indicate that all the elementary and secondary pupils are sons and daughters of college folk. On the contrary, the public schools find the large majority of their pupils come from other homes, since those who care for the college buildings, grounds, and other manual activities usually have larger families than do the members of the college faculties. Besides, these laborers cannot afford to send their children to the private schools which are located in and near Claremont. Then the population includes merchants, citrus growers, tradesmen and other residents common in practically all communities of this area. Regardless of economic or social status, about 95 per cent of all the parents insist upon the same course for their offspring, i.e., the college preparatory. The college urge is especially contagious, as is very evident from Table I, which represents what happens to Claremont high-school graduates the year following their completion of high school.

TABLE I

Year	Number of Graduates			Number Who Entered College ¹			Per Cent of Graduates Continuing Education ²
	Boys	Girls	Total	Boys	Girls	Total	
1927 ³	15	22	37	14	20	34	92
1928	14	14	28	14	13	27	96
1929	20	12	32	20	11	31	97
1930	18	18	36	16	16	32	89
1931	23	29	52	21	28	49	92
1932	12	19	31	9	18	27 ⁴	87
1933	9	29	38	9	23	32	87 ⁵
1934	13	21	34	11	21	32	94
Totals	124	164	288	114	150	264	91.7

¹Includes four-year and junior colleges; besides an occasional student enters business college, nursing, or trade school. All who continue in school after graduation, except postgraduates in high school, are included.

²This includes all types of courses above high school, i.e., business colleges, etc.

³One girl died after graduation.

⁴Two of this group were Mexicans and did not enter college.

⁵Since one of the graduates died before September, 37 instead of 38 was used as the base in determining this percentage.

Is there another high school anywhere in this country which for a period of 8 years has had an average of nearly 92 per cent of its graduates continue their education after leaving high school?

Computing from the above data one discovers there is less than .5 per cent difference between the percentages of boys and girls who continue in school beyond graduation, the boys being slightly higher.

Practically all who complete junior high school continue through senior high school and graduate. Comparison of the total average daily attendance for those 8 years for grades through 10, 11, and 12 shows 287 graduates to 875 average daily attendance, very close to one third, or 32 and 4/10 per cent. This also appears to be an unusual record.

TABLE II. Comparison of Average Daily Attendance in Claremont Elementary-, Junior- and Senior-High-School Districts

School Year	A.D.A. ¹		A.D.A.		A.D.A.	A.D.A.
	Grades 1-6	Grades 7-9	Grades 10-12	Grades 7-12		
1926-27	255.33	103	92.40	195.40		
1927-28	267.91	117.32	97.34	214.66		
1928-29	265.49	104.42	110.34	214.76		
1929-30	294.50	123.42	110.93	234.34		
1930-31	310.38	133	130.72	263.72		
1931-32	318.74	142.21	108	250.21		
1932-33	290.41	160	110.61	270.61		
1933-34	290.83	162.83	114.83	277.66		
1934-35	274.33 ²	155.13	121.81	276.94 ²		

¹Kindergarten is not included in this table.

²There were more absences due to epidemic this year, influenza being responsible for most.

Another interesting fact is shown by comparing the average daily attendance for the 6 grades of the elementary school, 1 to 6 inclusive, with that

¹Principal of Claremont High School and Superintendent of Claremont Elementary and High Schools.

of the 6 grades of the high school for the school year 1933-34: elementary school, 290.83; high school, 277.66. The high-school average daily attendance for the year 1933-34 was over 95 per cent that of the elementary school, exclusive of kindergarten. During the past year, 1934-35, the average daily attendance of the high school exceeded that of the elementary school, the percentage being 101 per cent. The boundary lines of the two are coterminous.

It would be misleading to represent that all who enter college possess the mental ability and desirable preparation for successful college work. The great range in intelligence quotients shown in Table III is ample proof of this statement.

TABLE III. Intelligence Quotient, According to the Terman Group Test, for Each Grade of the School Year 1933-1934

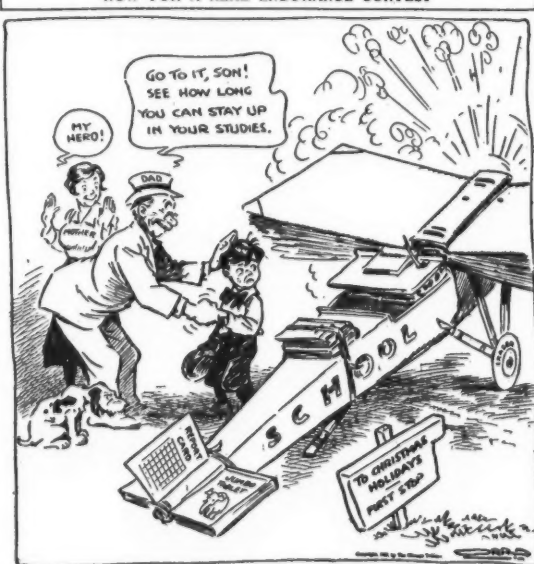
Grade	Number in Class	Range in I.Q.'s		
		High	Low	Median
7	53	160	66	109
8	66	137	56	111
9	53	142	73	111
10	50	150	82	110
11	38	134	84	110.5
12	34	156	81	110.5

Slightly over 60 per cent of those graduates who continued their education in school earned unconditional recommendation to college. This recommended group, though trained in a small high school, have maintained considerably above average scholarship records as college freshmen. Of the 38 who graduated in 1933, 12 were accepted at Pomona college which is recognized for its high scholastic standard. This 12 was equal to 8 per cent of the total college-freshman class. When all Pomona college freshmen were grouped in the order of scholarship records for the first semester, 6 of the 8 highest were Claremont high-school students who held the following places, first, second, fourth, sixth, seventh, and eighth. While this is unusual the achievement in college of the other classes is also well above the average of groups with whom they have been associated as students during the first year in college.

The school cannot, of course, claim all the credit for such successes. Many factors have their influence: heredity, good home environment, college community influence, good study habits, preparation in high school aimed at college entrance, well-trained high-school faculty with very low rate of turnover (no change in the faculty for two years, except to add an additional teacher).

An examination of all data on file in the office of the Claremont High School clearly indicates that small schools can be efficient, at least in holding pupils until they complete the high-school academic type of work, and in preparing them to successfully carry college work.

NOW FOR A REAL ENDURANCE CONTEST



OFF ON THE FIRST LAP
—Chicago Tribune.

THE SCHOOLS GROW DURING DEPRESSION

Preliminary statistics gathered by the United States Office of Education from 41 states indicated that the total enrollment in full-time day schools increased .03 per cent from 1931-32 to 1933-34. This increase involves a distinct loss of from 0.4 to 5.6 per cent in the grades, and an increase of from 0.6 to 12.5 per cent in grades six through the high school. The decrease in the elementary schools as a unit is 1.6 per cent, while the increase in the secondary schools is 8.0 per cent.

During the previous biennium from 1929-30 to 1931-32, the increase in total enrollment was 2.3 per cent; the decrease in the grades 0.67 per cent; and the increase in the high school 16.8 per cent.

The largest decrease in enrollment was in the kindergartens, where the loss was 10.8 per cent. Unquestionably, much of this loss was due to the closing of kindergartens. The decrease in the primary grades during the biennium was so definite that there is no escaping the conclusion that the schools are entering upon a period of decreased enrollment. The first grade decreased 4.8 per cent; the second grade, 5.6 per cent; the third, 1.8 per cent; the fourth, 0.4 per cent; and the fifth, 1.6 per cent.

Length of the Term

Changes in enrollment by length of term during the biennium indicate a mixed condition, due, no doubt, to the fact that school boards have been increasing terms wherever the reviving industrial condition has made this possible. There has been a large decrease in schools having extremely short terms. Schools having 90 days or less have decreased by 44.2 per cent. Schools having from 90 to 110 days have decreased 29.7 per cent. However, there has been an increase in the schools reporting terms of from 111 to 130 days by 12.4 per cent, and of schools having a term of 131 to 150 days by 16.2 per cent.

A total of 4,865,987 children are enrolled in schools having a term of 171 to 191 days, an increase of 2.3 per cent in this classification. In schools having a term of 191 to 210 days, there was an enrollment of 301,282, or an increase of 145.2 per cent.

Changes in Staff

The total number of supervisors, principals, and teachers in the 41 states during the biennium decreased 10,387, or 1.7 per cent, from 1931-32 to 1933-34. During the previous biennium, the number increased 6,421, or 1.0 per cent, in the same states. In 26 states for both years there was a decrease of 3,901, or 17.0 per cent, from 1932 to 1934. In 30 states for both years, there was an increase of 16,938, or 23.5 per cent. This was not a real increase, but was due to a better classification of personnel.

During the biennium, there was a total of 2,594,141,520 days' attendance for the 41 states. While the total enrollment increased by only 23,530, the average daily attendance increased by 32,066. Four states—California, Illinois, Ohio, and Texas—had an aggregate of 180,000,000 days' attendance or more, with an average daily attendance of 1,016,992, 1,174,468, 1,190,102, and 1,039,497, respectively.

Expenditures

The expenditures for current expense in the 41 states decreased 18.3 per cent from 1931-32 to 1933-34. In the previous biennium, it decreased only 1.8 per cent for all the states. Expenditures for capital outlay in the 41 states decreased 68.4 per cent for the biennium. During the preceding biennium, the decrease was 43.1 per cent. Expenditures for interest decreased 9.6 per cent in these states.

The total expenditures for current expense purposes in 1934 in 41 states amounted to \$957,693,673. In this same year, the capital outlay amounted to only \$39,393,940, while the outlay for interest was \$72,703,353. The shrinkage from 1932 may be better appreciated when it is recalled that the total outlay for 1932 in 41 states was \$1,171,903,889 for current expense, and \$124,547,636 for capital outlay, and \$80,464,165 for interest charges.

The reduction in expenditures, therefore, was 18.3 for current expenses; 68.4 for capital outlay; and only 9.6 for interest charges.

The average school term in the United States remained at 169 days during 1933-34, exactly as it was in 1931-32.

CCC EXPANDS ITS SCHOOLS

The administrators of the CCC camps have taken steps to expand the educational facilities to meet new demands, following an order of the President doubling the number of camps and extending the enrollment to 600,000 boys and young men.

To insure proper facilities for the new instruction program, the Federal Government has appropriated \$6,000,000 for the current fiscal year. Plans have been made to make the services of the CCC "university of the woods" available to more than half a million youths, supplying them with a varied program of study, recreation, and counseling.

The average number of courses taught per camp in May was eighteen, of which almost half were vocational in character, with a predominance in typing, auto-mechanics, forestry, and agriculture. Other educational projects included handicraft and hobby clubs, and work in carving, art-metal craft, leather work, rustic furniture making, and similar activities.

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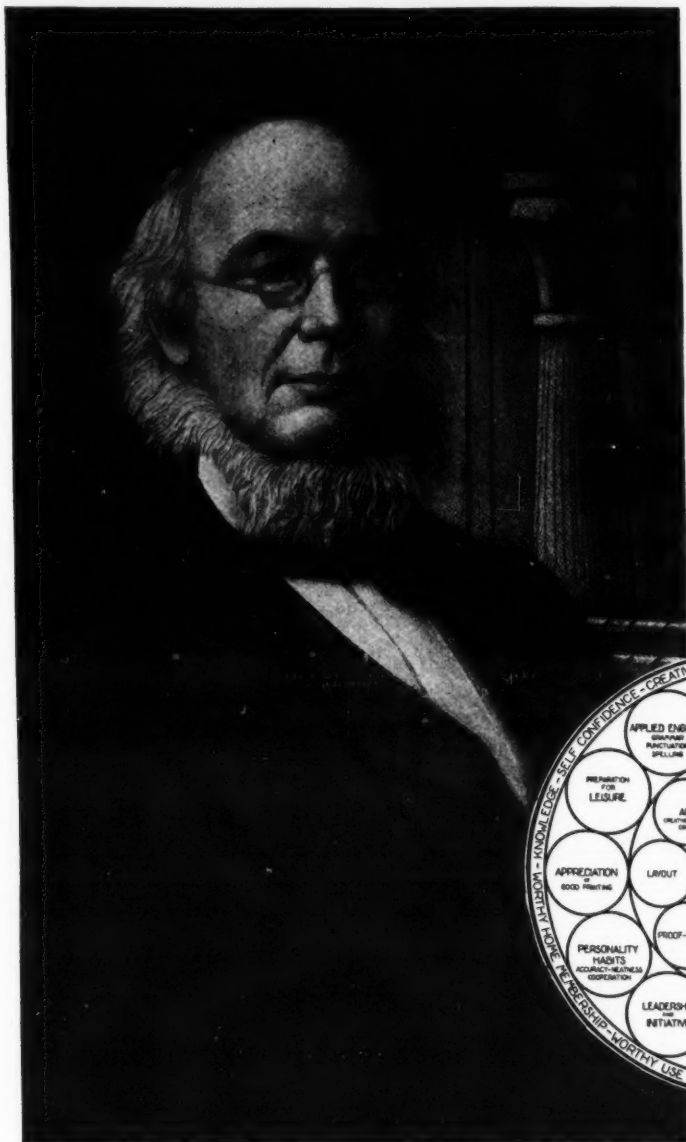
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Recent School-Law Decisions

Compiled by Patrick J. Smith, Assistant Librarian, Supreme Court Law Library, Indianapolis, Indiana

Teachers' Contracts Canceled for Failure to Sign Oath of Allegiance

The purpose of an act which requires public-school teachers to subscribe an oath or affirmation to support the state and federal constitutions "was to make certain that teachers coming in contact with youth are such as believe in the Constitution and its principles of government of our state and nation. Whether or not this sort of legislation is desirable and needful is," the Michigan Supreme Court said, "a matter for the legislative branch of our government to concern itself with. The province of the court in the instant case is to construe the act."

The statute was designed "as a protection to the youth of the state; and, being so, its provisions are mandatory, and teachers not having complied with its requirements their contracts were void *ab initio*. It must then follow that the school board in July, 1932, had the right and authority to declare all such contracts canceled and void." (*Sauder v. District Board of School District No. 10, Royal Oak Township, Oakland County*, 261 N.W. 66, May 17, 1935.)

School-Bus Carrier Required to Insure Safety of Children

The Georgia Court of Appeals has ruled that an operator of a school bus is a carrier of passengers and is required to exercise extraordinary care for the safety of school children riding in the bus (*Sheffield v. Lovering*, 180 S.E. 523, May 9, 1935.)

"While a carrier of passengers is not an insurer of the safety of his passengers, in the sense that a common carrier of goods is said to be an insurer of the safety of the goods carried, he is bound to exercise extraordinary care and diligence for the safety of his passengers, and it matters not the kind of conveyance used, or the nature of the motive power employed. Hence, the operator for hire of a school motorbus who operates along a certain route every school day, in taking all school children alike to and from a certain school, is a carrier of passengers insofar as such school children are concerned, and is required to exercise extraordinary

care and diligence for the safety of any one of such school children riding in his bus."

School District Required to Transport Children

Where an Iowa school district tendered a school in Nebraska to a farmer, after the Missouri River had shifted its course from the west to the east of his farm, and such tender was accepted, the Iowa school district was liable for transporting his children to such school, even though it was in another state. (*Dermitt v. Sergeant Bluff Consolidated Independent School District*, 261 N.W. 636, June 21, 1935.)

The Sergeant Bluff School District agreed to pay the tuition of the plaintiff's children at Homer, Nebraska, to avoid the cost of transporting them 25 or 30 miles to the Sergeant Bluff school in Iowa. This they did, but in 1930 refused to pay for the transportation. This suit was brought to recover \$675 for services rendered by the plaintiff in transporting his own children.

One of the questions raised in this case was that the school corporation did not have the power to incur liability for transportation of grade pupils outside of the state. "We do not think that this contention can be available to the defendant. It performed its first duty in furnishing to plaintiff a school for his children at Homer, Nebraska, and paying the tuition for the same. No question was raised about its power to do this, and we think that when it furnished this school to the plaintiff for his children, in accordance with the statutory duty placed upon it, is immaterial whether it was inside or outside of the state of Iowa; and when it did this and paid the tuition for these children at Homer, Nebraska, this carried with it the duty to furnish them with transportation to and from said school. . . ."

Principal is a State Employee

A principal employed to teach school by the trustees of a graded common-school district is a "state employee," and is not disqualified to contract with the school trustees, even though the principal was at the same time a member of the General Assembly.

The Kentucky Court of Appeals, in the case of the *Board of Trustees of Fairview Graded Common-School District et. al. v. Renfro et. al.*, 83 S.W. 2nd 27, May 28, 1935, held that "no provision of our Constitution prohibits a person who has been elected to the office of a member of the General Assembly from accepting, during the term of his office, another office or employment in the Commonwealth, except section 44 (inapplicable here). . . ."

"A principal, or teacher, employed by the trustees of a common graded-school district is a state employee. There being no provision of the Constitution other than section 44, nor of the statutes, affecting the eligibility of a member of the General Assembly, or forbidding him accepting other employment in the Commonwealth, during the term of his office, it is apparent that the court properly declared Renfro's contract valid."

State Board May Issue Certificate to County Superintendent

The action of a state board of education in issuing a certificate of qualification to a county superintendent of public instruction is not reviewable by the court unless the board acted arbitrarily, corruptly, or fraudulently.

This was decided in the case of *State ex. rel. Clement v. Dodson*, 83 S.W. 2nd 558, June 1, 1935. The Tennessee Supreme Court said, "The General Educational Law, chapter 115, Public Acts of 1925, designates the qualifications of a county superintendent, and vests the exclusive authority in the state board of education to examine the applicant, and to issue to him a certificate if they find that he is qualified. The act confers no authority upon the courts to review their action in the premises and, unless the board acts arbitrarily, corruptly, or fraudulently, the courts are powerless to review their decisions."

Teachers' Contracts Held Legal

Where a school superintendent, before the first of the fiscal year, notified a teacher of her appointment for the following year, and the teacher executed a blank which indicated her willingness to accept the appointment, took the prescribed oath of office, and sent papers to the superintendent, but the school board did not approve the contract until after the first day of the year, the contracts were executed after the first day of the fiscal year at a time when it was legal for the school board so to contract.

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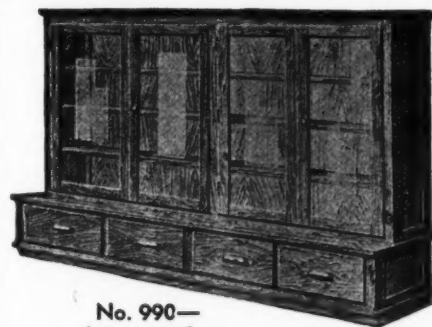
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"We believe," the Oklahoma Supreme Court said, "it is more in keeping with the purport of . . . the law of contracts generally to say that these teachers, acting upon a notice from the representative of the school board, tendered to the school board as an official body, notice of their willingness to contract with said school board to render services during the respective fiscal years, each year being treated separately from all others, and that the acts of the school board with relation of these notices, admittedly done after July 1st of each year, was the school board's formal acceptance and consummation of the proposed contract, at and during a period of time when it was legal for the said school board so to contract." (*Anderson et al v. Miller et al*, 45 Pac. 2nd 499, Dec. 11, 1934. Rehearing denied June 4, 1935.)

School Board Cannot be Compelled to Dismiss Nonresident Teachers

The board of education of the city and county of San Francisco could not be compelled to discharge teachers and employees who resided outside of the city and county limits, because such persons are not "employees of the city and county," hence they are not affected by the provision of the charter providing that all employees of the city and county shall be citizens and shall have been residents thereof for at least one year prior to their appointment.

In *Lansing v. Board of Education of the City and County of San Francisco*, it was said that "Sections 134 to 139, both inclusive, of the charter of the city and county of San Francisco, contain provisions which concern the two San Francisco school districts. There is no provision among them dealing with residential requirements, and, further, in view of the fact that section 7 of the charter makes no mention of the employees of the school department, and that the school districts are separate entities from the city and county of San Francisco, and under the direct control of its board of education which has full power of employment of its teachers and other employees, we are of the opinion that such teachers and employees are not included within the requirements as to residence, laid down for the employees of the city and county of San Francisco contained in section 7 of its charter." (45 Pac. 2nd 1021. May 28, 1935.)

School District Not Liable for Injuries

A school district is not liable for injuries resulting when an 11-year-old school girl, who was playing tag with other girls in a school lavatory contrary to regulations of which she had knowledge, struck a water faucet injuring her leg, where the evidence disclosed

that the faucet was not dangerous, and that the defendants were not negligent in other respects.

S. L. Boughn, guardian *ad litem*, sued the Los Angeles School District of Los Angeles and others (46 Pac. 2nd 223. June 3, 1935). Said the court: "To hold that the maintenance of the faucet, as described (protruding about three inches), in a place such as a lavatory is negligence, is in fact to say that the only way that a school district could escape a charge of negligence predicated on facts such as in the case at bar, would be by building a faucet of the type described in places such as a lavatory by recessing the same in the walls. It is clear from the facts detailed, that, even if the faucet in the case had a guard or shield, or both, the accident . . . would have occurred. If the faucet had been given a guard or shield the injury might have been more or less, depending on the nature of the guard or shield, and the manner in which the contact with the same occurred. . . . Common sense suggests that to hold a school district negligent under such circumstances is to say that the school district must so build and maintain its premises as to preclude possibility of injury. Under such a rule, if a kindergarten pupil, who, it is fair to assume, could not under any circumstances be charged with contributory negligence, ran into a doorknob, the school district would be responsible."

Sureties Held Liable

The sureties on a school-district treasurer's bond are liable for a check drawn against the account of the school district made payable to a bank, where the proceeds were not credited on any school-district account, even though the proceeds obtained by the payee bank were the property of the school district, the Supreme Court of Iowa has ruled. (*Independent School District of Dubuque County v. Sasse*, 261 N.W. 30, May 14, '35.)

"The claim of the casualty company that the proceeds of this \$30,000 check obtained by the American Trust and Savings Bank is the property of the school district, and that the school district only has to proceed against the bank in order to obtain such proceeds is, in effect, an argument that the school district must first exhaust its remedies against those whom its treasurer has illegally placed in possession of its funds, before it can proceed against the sureties on the treasurer's bond. If it be conceded that the school district has a good cause against the American Trust and Savings Bank, it does not follow that it is required to pursue it. Where two people are jointly liable for the conversion of funds, the owner of the funds may sue either. . . . The obligation of the treasurer upon the

termination of his office was to turn over to his successor all of the funds properly in his hands as such treasurer. The undertaking of the sureties on his official bond is that he will do that very thing. His failure to do it is a breach of the bond, and the school district has a right to look to the sureties on his bond to make good this default. The fact that the school district might have a cause of action against some third person, unlawfully in possession of the funds, is no defense."

The Editor's Mail Bag

IS EDUCATIONAL UTOPIA ATTAINABLE? A Former School-Board President's View

To the Editor:

America spends millions on the education of her youth. Candidly, is the sum well spent?

This is the bone of contention and perhaps will be for years to come.

In America we find spots of illiteracy that are the equal of no European country's crudeness. Again we find localities blessed with many of the enjoyments of a better educational standard; yet so far as civic intellectuality is concerned they are just as dumb as other communities less fortunate.

While America has a high educational average, still has she as yet the heights to which she should attain? I do not think so.

There are many factors that will enter into any attempt at raising the scholastic average. Many new problems must be met and solved. Much additional information must be gathered in order to arrive at any definite conclusion as to what is to be done and what may be the results from this attempt.

America has attempted to adopt an educational curriculum and an educational formula to fit the greatest average number. Has it been a success? She has attempted to give every child an average education along the prescribed lines. Has this worked to the best advantage?

America has attempted to spread its educational endeavors into what might be termed a blanket covering; that is, covering many subjects that may be of benefit to some and just a drag to others. Can this be more efficiently worked out, so that those who will be benefited may still have the same, and those who will not,

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have their talents diverted to what will really be of use to them? I believe this can be done.

If better results can be obtained, then I believe that the attempt should be made to reach a Utopia. Perhaps we may not succeed. It is far better to set high the goal, even if we do not all reach the point of vantage.

Our present educational system uses one mold, one pattern. It attempts to squeeze into its confines what may be too large for the mold or the pattern. In other words it holds back a child of more intellect. Or it may attempt to stretch the intellect of the child so as to fit a type for which it is not fitted. In this average mold or pattern we find a leveling influence that has a tendency to keep the mediocrity of the citizenship at a nonprogressing level. Is this proper?

Here we attempt to do with human beings, what we would not for one minute countenance in any other endeavor. We know that like begets like. The child is like to the parent that it most resembles. The chip off the old block is as true today as it was when the expression was first coined. Mediocre parents will have but mediocrity in their children. Barring accidental means that may injure a child's brains, it will be as capable as its parents in mental capacity.

Maternal or paternal characteristics will be handed down, true to nature. Has educational research recognized this factor? If it has not, then it is high time that it was considered, for along this line is the road to an Educational Utopia.

Why should a child be forced into a line of thought or action that is absolutely foreign to its make-up? An analysis of the parental characteristics will enable a better regrouping of the children, so as to enable each child to get the most out of the educational training through which the child shall go so as to make that child a valuable link in the everyday chain of human endeavor. It will be treating the child more fairly. It will be giving a better return on the money that is devoted to the education of the American youth. Money is wasted in attempting to educate a mechanically bent youngster along the lines of a scientist, or in forcing a child with a scientific temperament to lag along with an average run of studies below the capability of the child. It is this lost motion in our educational systems that can waste money. The better the different equations may be worked out the better returns on the money will be the result.

Perhaps this country is still too young and the population still too much in the melting pot to get very positive data at the present time. Still a beginning can be made even now, that shall in the course of years be of decided benefit and assistance in elevating the gen-

eral average of the student body, separating the various types to the best advantage, and eventually lead to the Utopia that is most desired.

To arrive at the best results may require the aid of experts in analyzing the characteristics of the parents, so as the better to judge the child. These experts can train the teacher in this most interesting phase of personality and character reading. To properly place the child upon the right track for its future possibilities should be the most important function in the teacher's requirements for holding a certificate. It is in fact the very basis to demonstrate her ability. She cannot develop a wise child from a ninny; but she can then have the opportunity of developing what is best. It is sometimes disheartening to a teacher to have to endure the mediocre class. Still if she will devote herself along the lines of character analysis she will find a keen enjoyment and derive a great pleasure in developing into something useful the little that she may find in her pupils. She can thus help to reduce the height of the profit and loss in the scholastic financial sheet in the course of her teaching experience. Thus she may be of a decided help on the road to Utopia.

It is true that in the upper grades—in the junior and senior high schools—there are manual-training and domestic-science classes. But how about the great majority of pupils who have fallen by the wayside in the earlier years, mostly for the simple reason that they could not keep up with their classes? These are the ones who should have been culled in the early years and then received special treatment, so to speak. These are the ones, who in all probability inherited a parental strain that was incapable of being further developed except along certain lines. Here is an opportunity to help get better returns upon the expenditures for educational endeavor. Education can then be spread still further than it has. The "educor" will become more evident than it has. Stuffing and cramming and Victrola-record recitations are not what we are after. It is the "educor" that counts, not the frills and the chaff that is winnowed from the grain.

CHAS. W. REYNOLDS, M.D.
Former President, Covington, Ky.,
Board of Education.

COMING CONVENTIONS

September 23-25. New York State Council of Superintendents, at Saranac Inn. E. L. Dickley, Johnstown, secretary.

September 27. New York State Teachers' Association, at Potsdam. Mr. P. West, Potsdam, secretary.

October 3-4. Michigan Education Association (No. 7), at Ironwood. Mr. C. C. Wiggins, Marquette, secretary.

October 4. National Recreation Association, at Chicago, Ill. Mr. H. S. Braucher, New York City, secretary.

October 7-10. American Association of School Physicians, at Milwaukee, Wis. Dr. W. A. Howe, Albany, N. Y., secretary.

October 8-10. Wisconsin Library Association, at Superior. Miss Maude Mitchell, Milwaukee, Wis., secretary.

October 10-11. Michigan Education Association (No. 6), at Detroit, Mich. Miss F. M. Stubbs, Detroit, Mich., secretary.

October 10-11. Michigan Education Association (eighth district), at Battle Creek. Mr. George Walkatten, Kalamazoo, president.

October 10-11. New Hampshire Teachers' Association, at Concord. Mr. J. W. Condon, Deny, secretary.

October 10-12. Wyoming Teachers' Association, at Cheyenne. Mr. H. H. Moyer, Rawlins, secretary.

October 15-18. National Association of Public-School Business Officials, at Minneapolis, Minn. Mr. H. W. Cramblett, Pittsburgh, Pa., secretary.

October 17-18. Indiana Teachers' Association, at Indianapolis, Ind. Mr. Charles O. Williams, Indianapolis, secretary.

October 17-18. Central Missouri Teachers' Association, at Warrensburg. Mr. F. W. Urban, Warrensburg, secretary.

October 17-18. Minnesota Education Association (central division), at Virginia. Mr. E. Peterson, Virginia, secretary.

October 17-18. Minnesota Education Association (northern district), at Thief River Falls. Mr. A. C. Clark, Bemidji, secretary.

October 17-18. Minnesota Education Association (western district), at Moorhead. Miss Georgina Lommen, Moorhead, secretary.

October 17-18. New York Teachers' Association (eastern district), at Albany. Mr. N. Keating, Watervliet, secretary.

October 17-18. Northeastern Indiana Teachers' Association, at Fort Wayne, Ind. Mr. F. E. Day, Bluffton, secretary.

October 17-19. Western Pennsylvania Education Association, at Pittsburgh. Mr. A. M. Goldberger, Pittsburgh, secretary.

October 18. Pennsylvania State Education Association (northwestern district), at Erie, Pa. Mr. P. D. Schenck, Erie, secretary.

October 21-31. Washington Education Association (eight centers), at Seattle, Wash. Mr. Arthur L. Marsh, Seattle, secretary.

October 23-26. Nebraska Teachers' Association, at Omaha. Mr. Charles A. Bowers, Lincoln, secretary.

October 24-25. Maine Teachers' Association, at Bangor. Mr. A. W. Gordon, Augusta, secretary.

October 24-25. Michigan Education Association (Dist. No. 1), at Detroit. Miss F. M. Stubbs, Detroit, secretary.

October 24-25. Michigan Education Association (Dist. No. 4), at Grand Rapids. Mr. L. C. Doerr, Grand Rapids, secretary.

October 24-25. Minnesota Education Association (southeast division), at Rochester. Mr. A. T. French, Winona, secretary.

October 24-26. Rhode Island Institute of Instruction, at Providence. Mr. James F. Rockett, Providence, secretary.

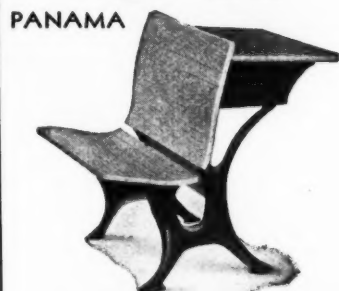
October 24-26. Utah Education Association, at Salt Lake City. Mr. B. A. Fowler, Salt Lake City, secretary.

October 24-26. West Virginia Teachers' Association, at Charleston. Mr. J. H. Hickman, Charleston, secretary.

October 25. Connecticut Teachers' Association, at New Haven. Miss T. Poers, Waterbury, secretary.



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In any civilization worthy the name the teacher is held in high honor. Both in theory and practice he or she has a status that compares favorably with the other professions. Such regard is one of the touchstones of culture. Lamentably, we do not possess it. The teacher is fair sport for all manner of tinkering. Of the professions the teaching one alone must prove its loyalty by special oath. While disclaiming suspicion the teacher is, nevertheless, damned at a venture. He, or she as the case is most likely to be, is the subject of more downright twaddle than the "Four Squares" of Sister Aimee. If she were the object of concern and not the subject of annoyance, some excuse might be found for snoopers and snipers. In dealing with the teacher one hopes that jitters is the answer. This is the most excusable of many less worthy reasons. A short time ago it was loyalty, now it is weight, age, good looks, style, and what not. What these requisites have to do with good teaching is not apparent. It is all somewhat of a travesty.

If the teachers are supplied the intellectual atmosphere they are entitled to, there is no class which shows itself so ready in response, so willing to co-operate, so unselfish to execute. There should be an immediate moratorium against ribbing the teacher. — *New World*, Chicago.

♦ El Paso, Tex. Dr. E. J. Cummins, president of the school board, has announced that a 2½ per cent salary increase will be paid to 650 city teachers in September.

♦ Concordia, Kans. A 10 per cent increase in teachers' salaries has been approved by the school board for the school year 1935-36. The increase will amount to about \$4,500 for the school year.

♦ Muscatine, Iowa. The board has adopted a resolution, which seeks to prevent the resignation of teachers shortly before the opening of a school term. Under the new rule, no resignation will be accepted from instructors after August 15.

♦ New York, N. Y. The board of examiners of the city schools has issued a new ruling that teachers may be dismissed without charges or trial if, in the judgment of their superiors, they fail to live up to the character standards set by the board. Criticism of the rule has been made for the reason that it will give too much arbitrary power to immediate superiors. It was charged that it would set up a dangerous precedent and would cause trouble by failing to guard against dismissals caused by personal dislike.

♦ Parkersburg, W. Va. The board of education of Wood County has adopted a new rule to stop all further secret marriages among women teachers and to bring into the open secret marriages which may exist at the present time. Under the rule, all teachers who have contracted in their maiden names and are secretly married must return their contracts and take out new contracts in their married names.

♦ Chicago, Ill. Two teachers in the city schools have brought suit in the Chicago Circuit Court to prevent the school board from carrying out its program of teacher retirements. It is charged that teachers are being discriminated against. The constitutionality of the law is challenged on other points, the principal ones being that the law provides for retirement without trial to establish competency, and that it deprives teachers of 65 years or more of their vested rights in full-time salaries. The retirement of 242 teachers and the employment of new teachers in their places will, it is estimated, cost the taxpayers approximately \$226,300 a year more.

♦ Governor Graves of Alabama has signed a bill authorizing the Mobile County board to pension aged and indigent teachers. The bill provides that no pensioner shall receive in excess of \$360 a year. The bill makes no changes in a pension law formerly in operation, but it seeks to meet a change due to the fact that Mobile County has outgrown the population basis upon which the former law was based.

♦ Anadarko, Okla. The board of education has asked for \$35,380 for salaries of the superintendent and teachers during 1935-36, as compared with \$24,429 for 1934-35. The estimate for this item is based on an anticipated 20 per cent increase in salaries. The salaries are based on a schedule recommended by the department under a minimum program.

♦ Dallas, Tex. The school board has voted increases of 2½ per cent in teachers' salaries for the year 1935-36. The cuts range from 6 to 8 per cent on salaries from \$900 to \$3,000 a year and over. It is estimated the increase will add \$29,000 to the payroll item.

♦ Minneapolis, Minn. Supt. C. R. Reed has assured the teachers of the city schools that they will receive no additional cuts in salary, but that the present rate of 26.4 per cent will be continued during the next year.

♦ Sturgis, Mich. The board of education has voted restorations of salary to 57 teachers, representing 25 present teachers and 52 former teachers.

♦ Yonkers, N. Y. The school comptroller recently distributed checks to teachers, clerks, and registrars, a full month ahead of the schedule. The total amount

paid out was \$224,867 and represented the full summer-vacation money. For the past three years, because of limited municipal funds, the teachers had not received their summer money until fall. The teachers will receive no further payment until October first, when they will receive their remuneration for September.

♦ The State Supreme Court, at Trenton, N. J., has upheld the right of the state legislature to change the teachers' pension act and thereby permit local boards of education to reduce salaries in emergencies.

The ruling was given in a case appealed by the West New York school board, in which the teachers argued that they had the same rights as bondholders and that a resolution of the board making the reductions on a percentage basis was discriminatory. The court held that the tenure law established a legislative status for teachers, but that it did not establish a contractual one which the legislature may not modify. The court pointed out that everyone in the same class suffered the same percentage reduction.

♦ The board of education of Lexington, Mo., has adopted a revised rule, governing sick leave and absence of teachers in the school system. The rule, which became effective September 3, provides for cumulative days of absence. Under the rule, a teacher may accumulate 50 days for which full pay may be allowed in case of personal illness. The cumulative feature is to be retroactive to a number of days not exceeding 25, and the number of days in any one year may not exceed 5. A teacher may accumulate 5 days in any year only when she has no days of absence for that year.

The rule requires a physician's certificate when a teacher desires to use her cumulative days of absence. No certificate is required for the five days' absence in full or the five days' absence on half pay for any one year.

The cumulative benefits of the rule are to be applied to each employee now in service, by crediting to such employees the number of days allowed under the rule for each year of service prior to September 3, 1935, less the total number of days for each year for which full pay has been allowed.

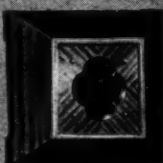
♦ Mr. H. R. BEST, of Wayne, Nebr., has been elected superintendent of schools at Cranford, N. J.

♦ Mr. D. M. TURNER, of Lehigh, Kans., has been elected superintendent of schools at Geneseo.

♦ Mr. D. R. COTTRELL, of Clermont, Iowa, has been elected superintendent of schools at Traer.

♦ Mr. W. EDWARD MONTS, of Washington, Ga., has been elected superintendent of schools at Clinton.

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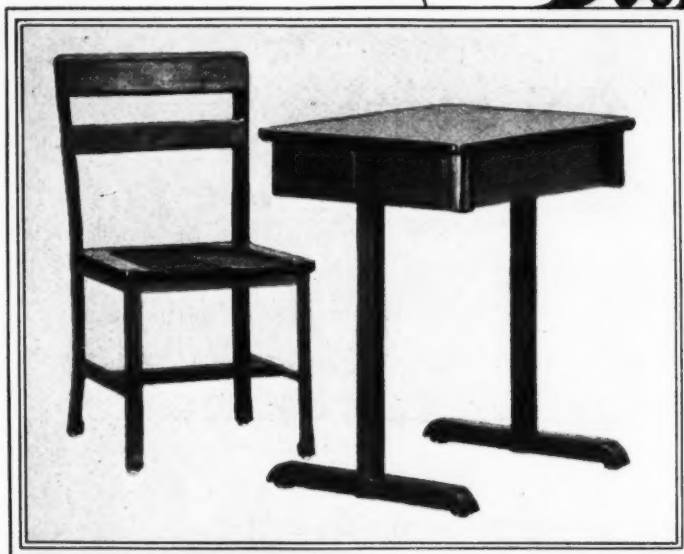
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Book News

The Development of the City Superintendency of Schools in the United States

By Theodore Lee Reller. Cloth, 330 pages. Price, \$2.50. Published by Theo. L. Reller, University of Pennsylvania, Philadelphia, Pa.

In an introduction by Joseph Marr Gwinn, who attained distinction as superintendent of the New Orleans and later of the San Francisco schools, it is stated that the purpose of the book is to afford a historic background to the school superintendency office. Dr. Gwinn contends that "many a superintendent would have been saved from pitfalls . . . had he been familiar with the history of the schools of the earlier years."

The author bases his study upon facts gathered in some 40 cities, having a population of 100,000 and over and covering the several sections of the country except the South. This data is drawn from the original records of boards of education and city councils, the contemporary state laws and local charters, and from newspaper files.

If the book may be credited with originality, it is because it confines its inquiry to the historic records—to the action of the active school administrators rather than to the opinions of educational theorists. The picture which comes to the surface reveals the real approaches to and viewpoints on the superintendency office as these appear in official records between 1833 and 1910.

The author describes the earliest as well as the later agencies responsible for the school-administrative service in the leading American cities. He is interested in contrasting with present accepted ideals and practices the conceptions of an earlier day on the scope and function of the superintendency and the relation of the board of education thereto. He shows the conflicting influences at work in the establishment and early development of the superintendency and he makes clear how the growing professional strength of the men who have held the office since the eighties and nineties have led to the present high respect and the broad authority of the office. The author is quite right when he concludes:

"The challenges confronting the city superintendents of the nineteenth century were new, difficult, and varied. There were enough strong men to accept the

responsibility and, as a result, influence the development of education throughout the nation as profoundly as any other group of educators. More credit is due them than has generally been accorded. Although their work was of a different nature, they filled a role as important as that played earlier by men of the type of Mann and Barnard. They had to build constructively to bring to fruition the hopes of earlier educational leaders. The educational systems which grew under their guidance spoke more significantly than men could. The tremendous educational advance which they led, in the face of a rapidly increasing population, is among the outstanding educational achievements of the last half of the nineteenth century."

The study also discusses the superintendent's relation to the teachers, the pupils, the program of studies, the public and the professional workers.

In his conclusions, the author sets forth that while at times illogical things were done and cities differed widely as to administrative practices, there has been a distinct tendency to profit by the experience of others and to enter upon experimental enterprises which offered hope of progress. Many of the early superintendents were men of vision, great ability, and thorough educational philosophers. Progress there was in every decade, and many of the experiences serve as a warning against any hope for uniform and stable improvement in social enterprises without a great deal of experiment, many disappointments, and some reactionary movements. The quotation from Sir James Mackintosh included by Superintendent Hinsdale of Cleveland in his 1886 report is still true of school administration and of superintendents: "They are not made; they grow."

The extensive bibliography consists almost wholly of official reports made by boards of education and other public bodies, and newspapers.

Der Sprach-Brockhaus

German Illustrated Dictionary. Cloth, octavo, 768 pages. Price, 5 R.M. F. A. Brockhaus, publisher, Leipzig, Germany.

American students of the German language who have been seeking a brief but comprehensive dictionary less formal than the older *Wörterbücher* and illustrated like our own medium-sized school and office dictionaries, will find this work highly satisfactory. The fact that it is issued by Brockhaus, the encyclopedia publishers, is evidence of its scholarly character and thoroughness. It is strictly a dictionary, and while brevity in definitions and explanations is carried almost to the

vanishing point, the aptness and clearness of the statements make the book a constant delight. The book is astonishingly inclusive in the total number of words, in illustrations of correct usage, and in the introduction of new and special uses of words. The special genius of the Germans for idiomatic expressions; for compounding and adapting words; for colloquialisms, localisms, and dialects; for "official," technical, and scientific language—all are given full recognition. The book makes clear the fact that German places little emphasis on spelling and pronunciation, but does require great attention to gender, word-endings, sentence constructions, and word sequence.

Encyclopedic and biographic features have been carefully avoided, but geographic names are included. Grammar and rhetoric are inclusively treated in brief summaries of rules and principles.

The plates are a distinct departure from older works in that all the illustrations for a given page are grouped at the top or bottom of pages, and where rather inclusive terms are met the closely related objects are shown.

The needs of the foreign-language speaking student who has a limited knowledge of German have been very evidently considered. The book is comparable in quality and usefulness with Webster's high-school dictionary.

Steps to Good English (Seventh Grade)

By Inez M. Ahles and Mary Lawlor. Paper, 251 pages. 57 cents, net. Iroquois Publishing Company, Syracuse, N. Y.

The seventh-grade book is the latest (1935) addition to the series, entitled *Steps to Good English*. It is a combination textbook and workbook containing all the material including composition, grammar, spelling, dictionary study, etc., needed for the year's work. There are also many selections from literature in prose and poetry for study and for use as models. These are to be supplemented by further reading from suggested titles or of the teacher's or pupil's choice.

It is difficult to avoid confusion in organizing a textbook in this modern method of presenting all phases of English—composition, grammar, literature, etc.—in one course, but the job has been remarkably well done, in this case. There are units of work consisting of several closely related lessons and exercises, and a complete index.

The lessons and exercises in understanding and appreciation of poetry and prose selections and the presentation of the essentials of functional grammar deserve special commendation.

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Course of Study for the U. S. Constitution

By Wesley D. Kirby. Paper quarto, 24 pages. Price, single copies, 25 cents; teacher's key, 10 cents each. Published by O. B. Marston Supply Co., Phoenix, Ariz.

This comprehensive outline and workbook for use by pupils has been developed under typical school conditions. It is especially adapted to classes where the contract system is employed and where socialized recitations are the order of the day. The author has in mind not only that the pupils shall master the history and the underlying principles of the Constitution, but that they shall have a comprehensive understanding of each of the Articles and Amendments in the light of present-day conditions. The course requires a fairly inclusive classroom library. The review questions which conclude the book are of the modern objective type for which a complete Teacher's Key is available. The course will appeal to all schools where a progressive study of the Constitution is an essential of the junior-high-school course.

Educative Experiences Through Activity Units

By Lucy W. Clouser, Wilma J. Robinson, and Dena L. Neely. Cloth, 360 pages, illustrated. Lyons and Carnahan, Chicago, Ill.

Here is a book that will help the primary teacher to plan her work for a successful year. It answers clearly the questions of teachers in regard to activity units—their nature, purpose, and method. It also describes a variety of actual projects that were carried out in the schools and supplies bibliographies for extended reading on the subject of activity units.

School Finance Systems

Prepared by W. H. Harless, director of research for the state department of public instruction of Arizona, for the research division of the National Education Association.

A cumulative handbook on school finance practices, and containing statements describing the systems of financing in public elementary and secondary schools of 21 states. It constitutes the third pamphlet in a series covering the several states, and offers information concerning the state support of schools in the states of Arizona, Colorado, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Oklahoma, Rhode Island, Tennessee, Texas, and Wyoming.

Can Attitudes be Taught?

By Arthur Lichtenstein, Ph.D. Paper, 89 pages. Price, \$1.25. Johns Hopkins Press.

The author concludes that "the schools seem able to increase resistance to superstitions by stressing open-mindedness. They do not seem able effectively to decrease prejudice or to increase scientificity by the same means. Nor do they seem able seriously to affect choice of activities such as going outdoors or going to the movies by stressing preference of outdoors in the same way."

Mathematics for Everyday Use

By John C. Stone and Virgil S. Mallory. Cloth, 526 pages. Benj. H. Sanborn & Co., Chicago, Ill.

Algebra and geometry which can be applied to life situations, and business arithmetic for the individual adult constitute the subject matter of this book. The work is intended for high-school classes in which are grouped children who do not care for credits but who need to develop elementary mathematical skills and attitudes for immediate application in home and personal business relations.

Education of the Founding Fathers of the Republic

By Dr. James J. Walsh. Cloth, 370 pages. Price, \$3.50. Fordham University Press, New York City.

A study of the scholastic philosophy taught in the American colonies previous to the Revolution.

Easy English Exercises

By Ada Riddlesbarger and Edna P. Cotner. Cloth, 304 pages. Price, 96 cents. The World Book Co., Yonkers, N. Y.

This useful series of drill materials for use in the upper grades or the junior high school, has been developed under typical school conditions. It is carefully graded and especially adapted to overcoming difficulties which diagnostic tests reveal.

Experiments and Studies in Modern Language Teaching

By Algernon Coleman. Paper, 357 pages. Price, \$2.75. University of Chicago Press, Chicago, Ill.

A survey of recent tendencies and a report of six scientific studies in the fields of reading method, reading, tests, vocabulary, and syntax.

Salary Cuts and Restorations

News Bulletin No. 1, Research Service, National Education Association, Washington, D. C.

Reports from 113 cities indicate that 15 cities have restored salaries, 64 have partially restored salary cuts, 29 have retained the salary cuts of the past few years, and two have increased the cuts. The report indicates that the general salary situation is very much improved.

Second Year Latin

By Marion Pratt, Bernard M. Allen, and Charlotte L. Wood. Cloth, 686 pages. Price, \$1.88. Houghton Mifflin Co., Boston, Mass.

A bit of Roman mythology serves to introduce the student to Caesar's Gallic War which affords more than ample reading material for a year's work, complete drills, syntax, prose composition, and vocabulary building combine to make the book very satisfactory.

Shakespeare's Macbeth

Edited for school use by Anna P. Butler and M. A. Feehan. Cloth, 184 pages. Price, 44 cents. Loyola University Press, Chicago, Ill.

The Introduction includes a brief biography of Shakespeare, the sources of the plot, an evaluation of the play, rather complete analyses of the characters, and a series of quotations. Brief questions for study and suggestions for themes conclude the work. The editors evidently intend that the student shall enjoy the play and therefore provide the explanatory notes on the same pages with the text. On the whole, the editorial work is scholarly and steers a middle course as between the recent tendency to provide an excessive amount of study helps and

the older practice of expecting the student to dig out historic and literary illusions from various sources.

A Guidebook in United States History

By Ira M. Allen, Sadie J. Palmer, and Ross H. Smith. Paper, 99 pages. Price, 40 cents. The Macmillan Company, New York City.

A practical guide book for use in teaching American history, based on the Morrison plan of teaching. The plan is adapted to present conditions in the public schools and includes typical programs, time allotments, suggestions for recitations, and problems for assimilation. Considerable space is given to suggestive references.

How to Read Rapidly and Well

By C. G. Wrenn and Luella Cole. Stanford University Press, Stanford University, Calif.

A practical manual, outlining a system for reading rapidly books and magazines. Two valuable sections of the manual outline a successful plan for making a preliminary survey of a book and for mastering a chapter at a time. The directions are the outgrowth of the most recent research in its field.

Jones-Wheat Arithmetics

By R. L. Jones and H. G. Wheat. Book I, 341 pages; Book II, 362 pages; Book III, 408 pages. D. C. Heath & Company, Boston, Mass.

A complete course for grades two to eight, inclusive.

Conference on Three Special Problems in Guidance

Paper, 136 pages. Published by the Department of Psychology, Fordham University Graduate School, New York, N. Y.

This report includes the proceedings of a one-day conference on (a) professional standards in guidance, (b) planning occupational futures, and (c) guidance for the economic problem group. The participants included such leaders as Rex Cunliffe, Susan J. Ginn, Harry D. Kitson, O. E. Pence, and others.

Simplified Course in French Idioms

By Morris Goldberg. Paper, 40 pages. Price, 50 cents. Published by the author at 113 West 57th St., New York City.

This collection of idioms has been prepared for beginners' classes in high school and college. It is especially adapted to students preparing for the New York regions examination.

Sixty Alphabets

By W. B. Hunt and E. C. Hunt. Cloth, 120 pages. Price, \$1.50. The Bruce Publishing Company, Milwaukee, Wis.

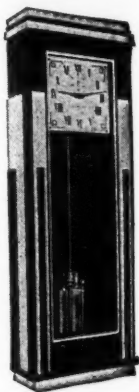
Students of lettering will find in this book sixty complete alphabets ranging from the very simplest single-stroke letters to the most graceful of the Trajan Roman and the most elaborate Old English. While a number of the alphabets are modernistic in character, the work is rather conservative and emphasizes readability, grace, and correct construction as these elements are essential in the best traditional Roman, italic, and script letter forms.

Printing Job Sheets—Set No. 2

By C. W. Hague. 40 pages. Published by The Bruce Publishing Company, Milwaukee, Wis.

These job sheets continue the earlier set by the same author and include advanced composition. They apply in a practical way the principles of typographic design to the most widely used forms of job printing—tickets, menus, posters, letterheads, and advertisements.

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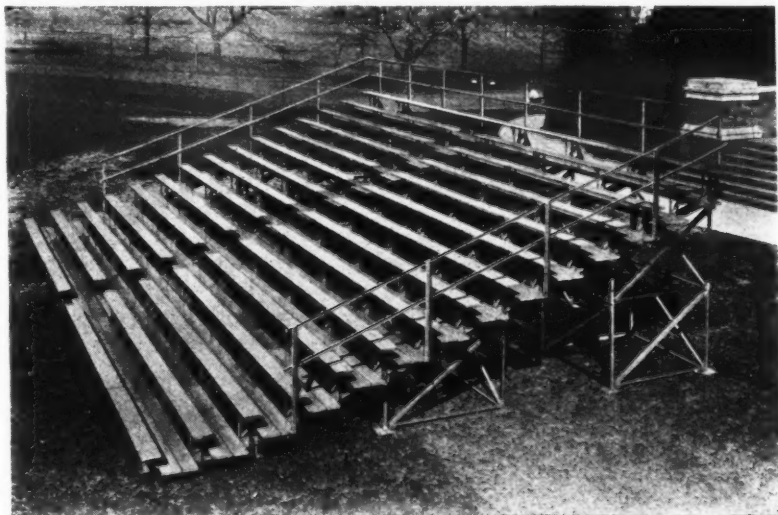
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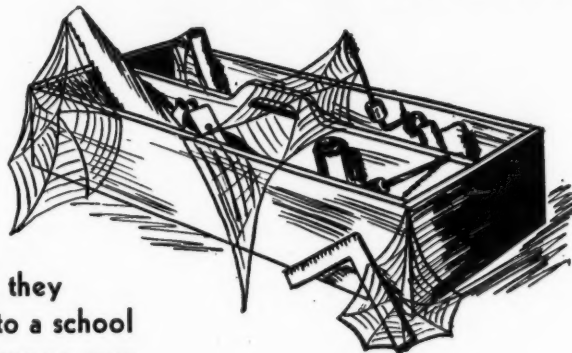
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Personal News of Superintendents

DR. BAPST ELECTED

Dr. Robert T. Bapst, a native of Buffalo and for many years a member of the supervisory staff of the public schools, has been elected by a vote of four to one as superintendent of schools to succeed Dr. Ernest C. Hartwell. The election took place in July, 1935, even though Dr. Hartwell's term does not expire until August 1, 1936.

Dr. Bapst is a graduate of Canisius College, Buffalo, and holds the degree of doctor of philosophy received at St. Louis University. He entered the service of the Buffalo schools in 1903 as principal of School 35. In 1914, he was made principal of the newly erected South Park High School, and in 1932 he became associate superintendent of schools. Dr. Bapst is 54 years of age and unmarried.

Dr. Ernest C. Hartwell, who is to retire, has held the office of superintendent since the retirement of Superintendent Emerson in 1918. Dr. Hartwell is credited with the complete reorganization of the Buffalo schools which, previous to his coming, were strongly influenced by the political system under which the superintendent was directly elected by the people.

● Mr. MADISON GRIFFITH, of Muscatine, Iowa, has been elected superintendent of schools at Slater, Mo.

● Mr. L. N. ROGERS, of Zwingli, Iowa, has been elected superintendent of schools at Malcolm. He succeeds Donald S. McGill, who has gone to Gibson, Iowa.

● Mr. D. R. COTTRELL, of Clermont, Iowa, has been elected superintendent of schools at Traer.

● Mr. R. H. BURTON, of Heavener, Okla., has been elected superintendent of schools at Idabel.

● Mr. F. B. ANDREAN, of New Ulm, Minn., has become educational director and youth administrator for the State of Minnesota. He will have his headquarters in St. Paul.

● Mr. M. H. BARTELS, of Reesville, Ohio, has been elected superintendent of schools at Adamsville. He succeeds Wade O. Knight.

● Mr. T. W. WILLIAMS, of Webster, Ohio, has been elected superintendent of schools at Lykens.

● FRED W. ARBURY, former superintendent of schools at Battle Creek and Saginaw, Mich., died on August 1, at his summer home near Empire, Mich.

● DR. PAUL J. MISNER, formerly on the faculty of the normal college at Ypsilanti, Mich., has become superintendent of schools at Glencoe, Ill.

● Mr. J. G. TURNER, of French Lick, Ind., has been elected superintendent of schools at Mt. Vernon.

● Mr. C. E. HERTZ, of Norway, Mich., has become principal of the high school at Calumet.

● DR. L. LELAND DUDLEY, of Belmont, Mass., has been elected superintendent of schools for the towns of Amherst and Pelham, Mass. He succeeds Jason O. Cook.

● Mr. W. H. CARTER, of Vergennes, Vt., has been elected superintendent of schools at Barre, to succeed R. E. Noble, who has taken a position with the state education department at Montpelier.

● Mr. F. S. JACKSON, of Punxsutawney, Pa., has become superintendent of schools at Beaver Falls.

● SUPT. V. E. KIMBALL, of Washburn, Wis., has been re-elected.

● Mr. JAMES M. WESTBY, of Grand Meadow, Minn., has been elected superintendent of schools at Blooming Prairie.

● Mr. JUSTINE, of St. Clair, Minn., has been elected superintendent of schools at Grand Meadow, Minn.

● Mr. H. PAUL LARRABEE, formerly principal of the high school at Somerset, Mass., has been elected superintendent of schools at East Bridgewater, Mass. Mr. AUSTIN J. O'TOOLE has been made acting principal of the high school, succeeding Mr. Larrabee.

● Mr. M. N. O'BANNON, of Mt. Vernon, Ind., has been elected superintendent of schools at Frankfort, to succeed John Lineberger.

● Miss ALICE M. GORDON has been appointed principal of the Lincoln County Normal School at Merrill, Wis. She succeeds Mr. E. W. McCrary, who resigned after nineteen years of service.

● Mr. E. C. GROVER, of Cleveland Heights, Ohio, has been elected superintendent of schools at Euclid.

● DR. JAMES N. RULE, formerly state superintendent of schools for Pennsylvania, has been elected principal of the Langley School at Pittsburgh. He succeeds Mr. F. E. Fickinger.

● Mr. A. J. HUTCHINS has been elected superintendent of schools at Brown City, Mich.

● Mr. WERNER WITTE, of Appleton, Wis., has been offered the position of superintendent of schools at Marinette.

● Mr. H. T. SWANSON, of East Tawas, Mich., has been elected superintendent of schools at Norway.

● Mr. W. M. RICHARDS has been elected superintendent of schools at Emporia, Kans.

● Mr. BERT L. MERRILL, of Oak Bluffs, Mass., has been elected superintendent of schools at Mansfield, succeeding George S. Goodell.

● Mr. JOHN LEONARD has been elected superintendent of schools for the Ridge Consolidated School at Ridge, Ohio. He succeeds G. C. Mason.

● WILLIAM F. VOGEL, formerly superintendent of schools at Bloomington, Ind., has been made a consultant in the emergency educational division of the state unemployment relief commission.

● DR. WALTER WILLIAMS, founder of the first university school of journalism, who held the rank of dean emeritus of the school of journalism at the University of Missouri, died recently, at the age of 71. He retired from educational work a year ago because of ill health.

● Mr. W. W. ANKENBRAND, of Mansfield, Ohio, has been elected superintendent of schools at Rockford, Ill. Mr. Ankenbrand, who succeeds Frank S. Jensen, is a graduate of West

Virginia Wesleyan College, and holds degrees given by Marietta College, Ohio State University, and New York University. Before going to Mansfield, Mr. Ankenbrand was superintendent of schools at Rocky River, Ohio, and previously held positions at Athens, New Straitsville, Ohio, and Charleston, Ill.

● Mr. REGINALD TURNER, of Shallotte, N. C., has been elected superintendent of schools at Asheboro.

● Mr. J. P. MOORE, of Mebane, N. C., has been elected superintendent of schools at Lumberton, to succeed W. B. Crumpton.

● Mr. W. D. STROWD, of Jonesboro, N. C., has been elected superintendent of schools at Louisburg, to succeed W. R. Mills.

● Mr. J. N. HAUSS has been elected superintendent of schools at Thomasville, N. C., to succeed D. W. Maddox.

● Mr. C. B. THOMAS has been elected superintendent of schools at Weldon, N. C., to succeed A. W. Oakes, Jr.

● Mr. J. B. MILLER, of Warrenton, N. C., has been elected superintendent of schools at Salisbury, to succeed J. D. Messick, who has gone to Elon College.

● Mr. G. G. MAUGHON, of Lumberton, N. C., has become principal of the Indian State Normal School at Pembroke.

● Miss MILDRED ENGLISH, formerly assistant superintendent of schools at Raleigh, N. C., has accepted a position as director of the training school in the State College for Women at Milledgeville, Ga.

● Dr. E. T. MCSWAIN has become Professor of Education at Northwestern University.

● GEORGE S. GOODELL, of Mansfield, Mass., has been elected superintendent of schools at Athol, Mass. His duties began on July 1.

● Mr. E. A. T. HAPGOOD, for sixteen years Assistant Superintendent of Schools in charge of vocational education and industrial arts at Albany, N. Y., has been elected superintendent of schools at Mount Morris, N. Y. Mr. Hapgood is a graduate of Polytechnic Institute, Worcester, Mass., and of the New York State College at Albany. He holds degrees in education and educational administration given by Columbia University. He had been director of vocational education at Albany since 1918.

● Mr. C. HERMAN GROSE, formerly superintendent of schools of Mt. Lebanon, near Pittsburgh, Pa., has been elected superintendent of schools at Erie. He succeeds John C. Diehl, who resigned on June 30.

● Mr. JOHN MILTON SELLERS, of Bedford, Ind., has been elected superintendent of schools at Hobart. He succeeds Guy Dickey.

● Mr. ROY E. CORRILL, formerly superintendent of the Miami township schools at Yellow Springs, Ohio, has been elected head of the schools at North College Hill, Cincinnati.

● Mr. GROVER C. DILLMAN has been elected president of the Michigan Technical College at Houghton. He succeeds Dr. W. O. Hotchkiss, who has gone to the Rensselaer Institute, at Troy, N. Y.

● Mr. C. M. HARPER, principal of the Scott School at Little Rock, Ark., has become superintendent of the Pulaski County Special Rural School District.

● Mr. H. K. BENNETT, of Traer, Iowa, has accepted a position on the staff of the state superintendent at Des Moines.

(Concluded on Page 70)



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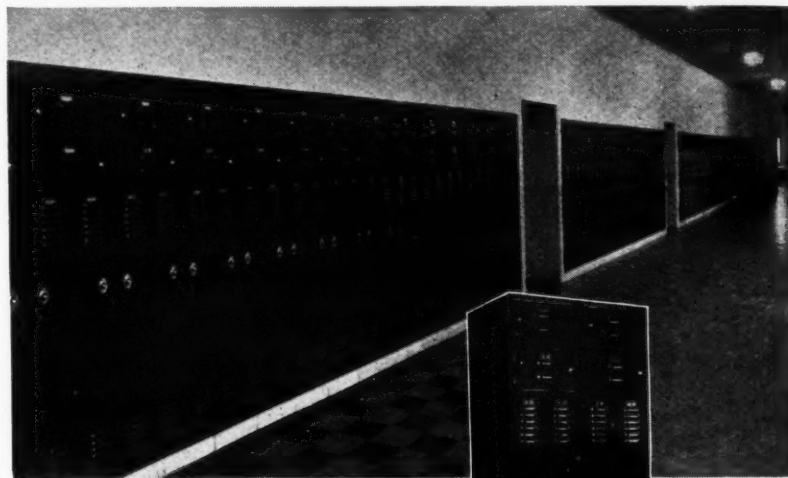
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(Concluded from Page 68)

- Mr. J. S. VANDERLINDEN, of Ames, Iowa, has been elected superintendent of schools at Perry.
- Mr. A. J. HUTCHINS, of Grand Blanc, Mich., has been elected superintendent of schools at Brown City. He succeeds C. J. Thomson.
- Mr. E. J. DAVENPORT, of West Stockbridge, Mass., has been elected superintendent of schools in Bloomfield.
- Mr. C. H. ROOT, formerly superintendent of the rural schools of Grundy County, Ill., has retired after completing 32 years of service.
- Mr. T. J. JENSON, of Muscoda, Wis., has been elected superintendent of schools at Delavan.
- SUPT. EMIL ESTENSON, of Buhl, Minn., has been re-elected for a seventh term.
- Mr. HAROLD L. RICHARDS, of Michigamme, Mich., has been elected superintendent of schools at Blue Island, Ill.
- SUPT. R. C. MARSTON, of Elyria, Ohio, has been re-elected for another three-year term.
- Mr. J. E. SHERCK, superintendent of schools of Seneca County, Ohio, has been elected president of the Northwestern Ohio Association of County Superintendents. Mr. Sherck succeeds J. W. Whitmer, of Toledo.
- SUPT. HERMAN A. BUCKNER, of Hawthorne, Calif., has been re-elected for the school year 1935-36.
- DR. HASKELL PRUETT has recently become business manager and controller of the Oklahoma A. and M. College, Stillwater, Okla. Dr. Pruett was State Director of School Buildings and Transportation in the Oklahoma State Department of Education for more than twelve years.

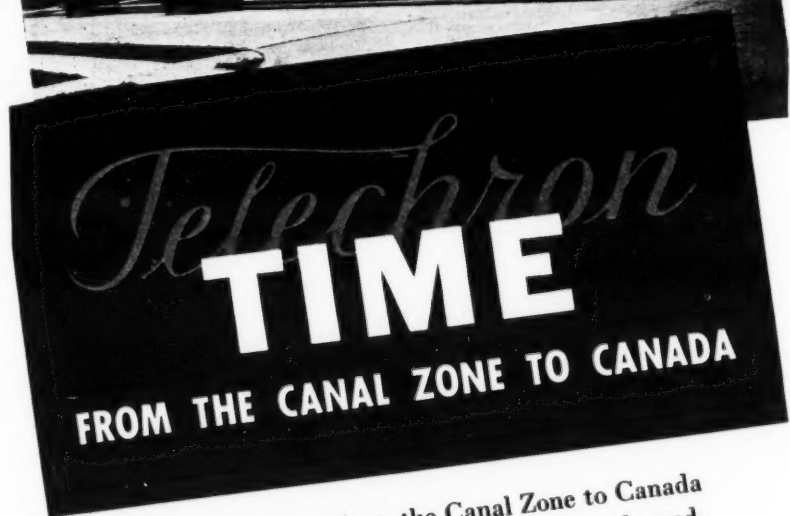
Personal News of School Officials

- The school board of Elizabeth City County, Virginia, has reorganized for the year, with the re-election of FRANK M. BOGGS as president, and MRS. ELLIE WOOD MARSH as secretary.
- The school board of Bluffton, Ind., has reorganized, with the election of H. M. ULLMAN as president; EDWARD CRAVEN as secretary; and W. A. KUNKEL, treasurer.
- The board of education of Muncie, Ind., has elected MR. E. A. BALL as president; MR. F. F. MCCLELLAN as secretary; and MR. V. G. DAVIS as treasurer.
- The school board of Duluth, Minn., has elected JOHN CEDERBERG as president, and DR. C. L. HANEY as treasurer.
- The school board of East Grand Rapids, Mich., has reorganized, with the re-election of MR. BEN DEAN as president; MR. HENRY A. ROSEBERRY as vice-president; MR. F. H. MUELLER as treasurer, and MR. A. F. PALEY as secretary.
- The school board of Wayland, N. Y., has elected MR. GUY B. BENNETT as president; MR. EDWARD GILROY as secretary; and MR. HARRY E. ROGERS as treasurer.
- MR. G. L. MCSES and MR. G. W. SCHERER have been re-elected as members of the board of education at North Man-

- kato, Minn. Mr. Moses was re-elected as clerk, and Mr. Scherer as president of the board.
- The school board at Huntington, Ind., has reorganized, with the election of CHARLES A. GRIFFITH as president; MRS. GRACE GRASS, secretary; and MR. H. A. BUZZARD, treasurer.
- The new officers of the school board of Princeton, Ind., are MR. HARVEY MILBURN, president; MISS ESTELLA J. WALKER, secretary; and MR. T. B. NASH, treasurer.
- The school board of Bloomington, Ind., has reorganized, with the election of MR. RAYMOND RENAKER as president; MRS. HELEN HICKS BAKER, secretary; and MR. R. W. WOODWARD, treasurer.
- The school board of Shelbyville, Ind., has elected MR. RALPH CHESHIRE as president; MR. CHARLES EWING as secretary; and MR. RAYMOND SPIEGEL as treasurer.
- The school board of Clinton, Ind., has reorganized, with the election of DR. I. D. WHITE as president; MR. BERT C. HUFFMAN as secretary; and MR. E. A. LEWIN as treasurer.
- The school board of Noblesville, Ind., has elected MR. ARCHIE L. KINZER as president; MR. MELVIN MALLERY as secretary; and MR. CHARLES JUMP as treasurer.
- The school board of Decatur, Ind., has reorganized, with the election of MR. IRA FUHRMAN as president; MRS. CARRIE HAUBOLDT as secretary; and MR. JOE HUNTER as treasurer.
- The school board of Fort Wayne, Ind., has elected MR. BEN F. GEYER as president; MRS. DAVID VESEY as secretary; and MR. DAVID E. SMITH as treasurer.
- MR. W. C. LEYSE has been elected clerk of the board of education at Sioux Falls, S. Dak.
- DR. CHARLES R. DRAKE has been elected president of the board of education at Minneapolis, Minn.
- The board of education at Anderson, Ind., has been reorganized, with the election of MR. F. L. RAY as president; MRS. ARTHUR BECKMAN as secretary; and W. H. FREE as treasurer.
- The school board of Williston, N. Dak., has elected MR. B. A. MYHRE as president, and MR. B. C. ROCHE as secretary.
- MR. O. T. GOODWIN has been elected a member of the board of education at Adrian, Mich., to succeed Mr. Charles Shiersen. MRS. ELIZABETH JACKEL has been re-elected for a three years' term.
- The school board of Hawthorne, Calif., has reorganized, with the election of MR. E. A. JACKSON as president; MR. C. F. WILBANKS as clerk; and ELEANOR WHEELER as trustee.
- The school board of Loogootee, Ind., has reorganized, with the election of DR. G. M. CROPP as president, FESTUS TROUTMAN as secretary, and DR. J. S. GILKISON as treasurer.
- The school board of Edinburg, Ind., has elected OTIS FREESE as president, JOHN GRAHAM as secretary, and JOHN HYDE as treasurer.
- The school board of Greencastle, Ind., has reorganized with the election of DR. C. B. O'BRIEN as president, JOHN R. COX as secretary, and MR. THAD JONES as treasurer.
- The school board of Gas City, Ind., has reorganized with the election of JOHN MALAY as president, MR. DEEREN as secretary, and FRANK BIDDINGER as treasurer.
- The school board of Hartford City, Ind., has elected CLARENCE EUPHRAT as president, DR. H. L. BUCKLES as treasurer, and CLYDE STRAIT as secretary.

- The school board of Alexandria, Ind., has elected MR. ERNEST BLAKE as president, MRS. F. O. REISS as secretary, and ORA BLAKE as treasurer.
- The school board of Hobart, Ind., has elected DAN KRAFT as president, HERMAN JOHNSON as secretary, and HERMAN POPE as treasurer.
- MR. B. E. PELSTERING has been elected president of the board of education at Luverne, Minn. F. A. LEICHER was elected clerk, and W. E. NORELIUS, treasurer.
- W. E. HATCH has been elected president of the board of education at St. Joseph, Mich. DR. D. M. RICHMOND was chosen vice-president, and BURTON G. STARKE was elected secretary.
- MR. JOHN F. SCOTT has been elected president of the board of education at Topeka, Kans.
- MR. A. H. STEINMETZ has been elected president of the board of education at Watertown, S. Dak. MR. WILLARD ROSS was elected vice-president, and MISS MABLE HANSON, clerk.
- The school board of Hutchinson, Minn., has reorganized, with the election of E. L. HIGGINS as president, H. R. KURTH as secretary, and W. O. MCNELLY as treasurer.
- The school board of Proctor, Minn., has re-elected MR. C. H. WILES as president, MR. H. H. PETERSON as secretary, and MR. A. W. CLAUSSEN as treasurer.
- MR. JOE HILLS is the new president of the board of education at Muscatine, Iowa.
- MR. ARTHUR C. BALDWIN has been elected president of the board of education at Peru, Ind. W. A. CUNNINGHAM was named secretary, and J. HOMER JENKINS was elected treasurer.
- The school board of Noblesville, Ind., has reorganized, with the election of A. L. KINZER as president, CHARLES JUMP as treasurer, and MELVIN MALLERY, as secretary.
- The school board of Marion, Ind., has reorganized, with the election of HARLAN HAYES as president, WILLIAM MOSS as secretary, and MRS. A. D. MOCK as treasurer.
- The school board of Edinburg, Ind., has reorganized, with the election of AUSTIN FLINN as president, CARL SCOTT as secretary, and PROF. MYRON MCCURRY as treasurer.
- The school board of Nappanee, Ind., has elected SAM BOURNE as president, HARVEY FIELD as secretary, and FRANK REHREER as treasurer.
- The school board of North Manchester, Ind., has elected A. L. ULREY as president, CLYDE ECKERT as secretary, and ISAAC OPPENHEIM as treasurer.
- The school board of Fairmount, Ind., has elected CHARLES CAREY as president, LEA MCTURNAN as secretary, and XEN EDWARDS as treasurer.
- HOWARD KEEL has been elected president of the school board of Abilene, Tex. W. C. GRIGG was elected vice-president.
- The school board of Hibbing, Minn., has reorganized, with the election of W. A. MCFARLAND as president, BERT CARMICHAEL as clerk, and MAX GRAY as treasurer.
- The school board of Decatur, Ind., has reorganized, with the election of IRA FUHRMAN as president, MRS. CARRIE HAUBOLDT as secretary, and JOE HUNTER as treasurer.
- The school board of Fort Wayne, Ind., has reorganized, with the election of BEN F. GEYER as president, MRS. DAVID VESEY as secretary, and DAVID E. SMITH as treasurer.
- MR. LOUIS LANTZ has been elected president of the school board of Monticello, Ind.

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School Board News

EDITOR BECOMES MEMBER OF SAN FRANCISCO SCHOOL BOARD

Charles A. Derry, who has been named a member of the San Francisco board of education by Mayor J. Rossi, to fill the unexpired term of Ira W. Coburn, is the editor of the San Francisco *Labor Clarion*. His appointment completes the membership of a board of seven members, and marks the return to the board of an official representative of organized labor, the first since 1932.

Mr. Derry succeeded the late James W. Mullen, as editor of the San Francisco *Labor Clarion*. Mr. Mullen will be remembered as the chairman of the Citizens' Committee for the Study of Teachers' Salaries in 1929.

Mr. Derry as printer, writer, legislator, labor leader, and publisher, brings to his new post a wealth of experience. For several years he was an official of the San Francisco Typographical Union, and acted as a member of two arbitration boards which settled wage controversies between the Union and newspaper publishers. He represented the San Francisco Typographical Union at the Seattle convention of the International Union in 1929, and the following year was appointed by President Howard of that body, a member of the commission which met at Indianapolis to determine whether the headquarters should be removed from that city.

Mr. Derry was born in England in 1870 and came with his widowed mother and younger brother to the United States in 1884. He was apprenticed to the printer's trade and became a journeyman member of the Typographical Union at Indianapolis, Ind., in 1888. He came to the Pacific Coast in 1889, working in the composing room of the Seattle *Post-Intelligencer* for several years, and in the State Printing Office at Olympia. In 1895, he located in Spokane, where he served as president of the union and also as president of the Central Labor Council. He returned to Seattle in 1898 and worked there several years, and during that time he served as representative of the International Typographical Union in Washington, Oregon, and British Columbia. In 1903, he went to Oregon, and later to Montana, where in 1909 he represented Missoula County in the state legislature.



HON. CHARLES A. DERRY
Member, Board of Education,
San Francisco, California.

In 1913, he went to Alaska, where he was editor of the *Iditarod Pioneer*, a weekly newspaper, for four years. Later he was editor of the *Cordova Times* for two years and a half.

In 1920, he was elected by a referendum of the Democratic voters of the Territory to represent them as one of the four delegates to the Democratic National Convention, held in San Francisco. He decided not to return to Alaska, and worked on various local newspapers for several years.

Conference of Public-School Business Administration at Teachers College

Lowell B. Fisher

To bring pupils and teachers together under such conditions as will most successfully promote the ends of education, and to acquaint school-board members, school administrators, and others interested in the business aspects of educational administration with the latest advancements which have been made in the field of public-school business management, was strikingly the keynote sounded by educators and school-board members at the Conference on Public-School Business Administration held at Teachers College, Columbia University, July 19, under the auspices of the New York State School Boards Association, the Southeastern New York Public-School Business Officials Association, and the Department of Administration of School Systems, Teachers College.

"For many years," Dr. N. L. Engelhardt, professor of education, Teachers College, and chairman of the Conference, said, "the educational leaders of the country have earnestly applied themselves to the task of setting up the main objectives for the program of public education. These objectives have formed the basis of discussion in all types of professional conferences and assemblies.

"It is exceedingly important that the officers responsible for business education in any school system devote time to a consideration of the cardinal principles which underlie this phase of educational work."

Mr. Frederick D. Chambers, auditor of the board of education, New York City, in the first address, adhered closely to the practical aspects of the subject. Two kinds of audits are necessary, he said, that of expenditures, and that of revenues. Any scheme of audit which would not guard against infidelity of employees and dishonesty of contractors, control expenditures within allowances for definite purposes, as well as classify and arrange financial facts, would be deficient. Mr. Chambers in conclusion warned against the tendency of an auditing bureau assuming the aspect of a statistical organization collecting facts unnecessary to accomplish efficient results.

Betterment of Business Administration

Conveying his usual enthusiasm, Alfred D. Simpson, assistant commissioner of education, Albany, spoke from the standpoint of the State Education Department on the needed improvements in school business administration. The function of the State Department is not only to think of the largest schools as well as the very smallest, but to fundamentally display leadership and to administer in a spirit of thoughtful guidance. School administration should show stewardship through facilitating education in order to make education worth its hire. One important need at present is to have the superintendent participate more in the actual management of school business and to accept far larger degrees of responsibility than he now does, or is granted by local boards. Efficient organization requires one central executive vested with the powers of administration.

H. E. Ackerly, assistant superintendent, Rochester, N. Y., in speaking of the needed improvements of business needs in school management, said that we are beyond the stage of "the kind of economy that slashes." Every school system needs for advancement a much better and more efficient system of accounting. Organization in purchasing by using standard equipment throughout insures economy, as well as does the proper operation and maintenance of the plant. On the professional side, improvement is needed in the teaching personnel, which can be accomplished through higher certification requirements.

Correct financial accounting was explained to the conference by Arthur W. Schmidt, of the State Education Department, Albany, who said that accounting performs two necessary functions in making available facts needed to conduct school business management, and providing ways and means for budget control.

Carrying the conference close to the noon hour, Raymond S. Jewett, Mount Vernon, N. Y., past president of the New York State School Boards Association, and one of the outstanding figures instrumental in making this organization the great institution it is today

through his consistent, untiring efforts, spoke concerning the bonding of school officials.

That the public likewise has a right to expect safeguards not only for the cash receipts involved, but for its assets in the form of buildings, was the expression of Russell M. L. Carson, member of the board of education, Glens Falls, N. Y., as he brought the conference to the noon adjournment.

Luncheon and Round Tables

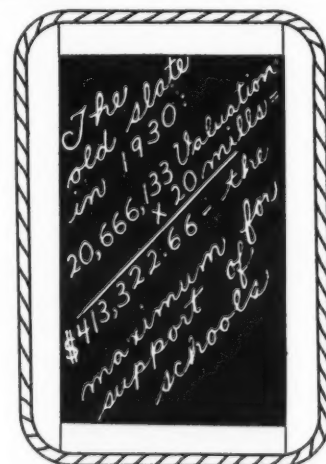
At the luncheon meeting, Harold L. Fuess, president of the New York State School Boards Association; William J. Duffy, president of the State Federation of District Boards of Education of New Jersey, Trenton; and Edward W. Kilpatrick, secretary of the State Federation of District Boards of Education of Trenton, N. J., were presented. Maurice H. Blinken, president of the board of education, Yonkers, New York, who is credited with much of the advancement being made in the Yonkers schools, spoke affably on the relations of school boards with the public. Mr. Blinken expressed the opinion that the public has a vested right and interest in all policies of the schools and even the "knockers" will be properly convinced of the merits of the school board's actions if it will be patient and tactful.

Later the conference was divided into four Round Tables for the discussion of current business-administration problems. "The Liability Insurance Problems of Boards of Education," "The Improvement of School-Building Maintenance and Operation Programs," "The Function of the School Budget," and "Possible Improvements in School Supply Management" were the topics of discussion of the four groups led respectively by W. A. Clifford, secretary of the New York School Boards Association; Donald W. Height, president of the Southeastern New York Public-School Business Officials Association; Charles D. Anderson, assistant commissioner of education, Trenton, N. J.; and Francis C. Buros, executive assistant to the superintendent of schools, White Plains, N. Y. These discussion groups brought a successful conference on Public-School Business Administration to a close, with everyone feeling that more such conferences attended with such marked enthusiasm will form the basis for the solution for many needed improvements in the business administration of educational systems, and in the professional training of educational personnel.

STRETCHING THE SCHOOL DOLLAR

"Stretching Your Dollar" is the significant title of the 1935-36 "budget" issue of the monthly *Lettergram* published by the superintendent of schools for Lawrence, Kansas. It is rare indeed that a budget argument is written in such a friendly human-interest style and reflects, on the one hand, such a thorough and scientific spirit, while on the other, its entire attitude is so expressive of sympathy for the problem of the taxpayer. Page 1 discusses the general situation in the following language:

Planning a school budget for Lawrence five years ago was a comparatively easy matter by reason of a large district valuation and a more generous maximum for tax-levying purposes. Then a thing came along which is described in a word of ten letters (beginning



TO APPRECIATE THE PRESENT SITUATION, SEE THE SLATE ON PAGE 75

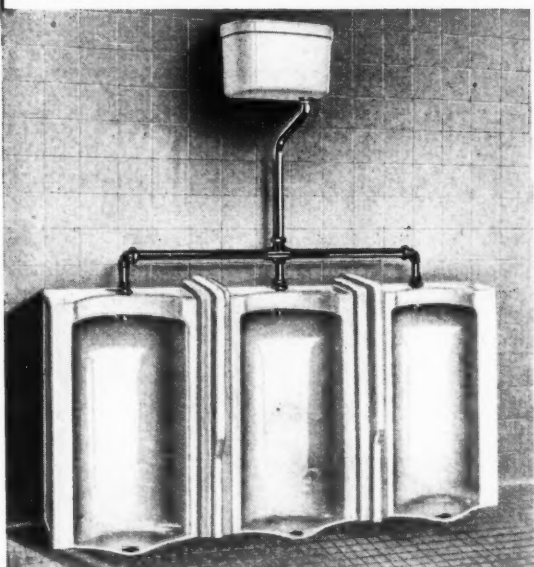
with "d" if you need help—which you don't). That thing and that word have become so distasteful that we do not like to speak of them, but we are obliged to consider them in all that we do today. That is made increasingly evident when you examine the slate at the right and compare it with the one above.

Do you wonder that the dollar-stretching process has become, if not a popular pastime, at least a very thought-provoking occupation for the Lawrence board of education and our school officials? The second slate and the calculation thereon is the answer to the teacher who wonders why salary schedules have been hit. It

(Continued on Page 75)

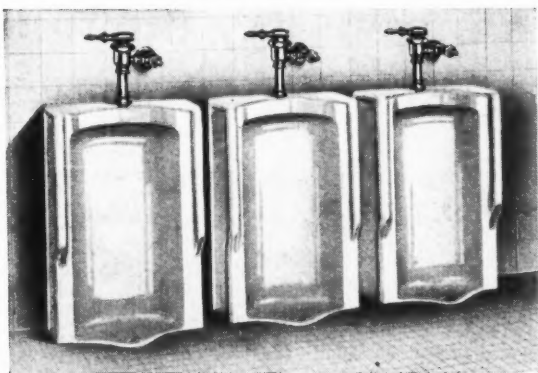
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Of all the equipment manufactured for schools of which it may be said that "it pays in the long run"—that equipment is Crane plumbing. Quality, with Crane Co., is not a matter of expensive materials or expensive methods of manufacture. It is a matter of designing to fulfill a specific purpose, and of materials and manufacture to insure the longest life and most dependable service.

Not long ago, when making repairs in a 30-year-old hospital building, the contractor came across a Crane globe valve which had been in daily service since the building was erected. The disc was renewed and the valve went back into service for another undetermined span of years. To compute the cost, in annual service, of that piece of Crane equipment is to arrive at what we mean by the quality that makes for economy.

The sanitary equipment of the school should pay back, in service, no less than the sanitary equipment of any other institution. The wisdom in the selection of Crane materials lies in foreseeing the way in which it will relieve the burdens of future generations, as well as in the efficiency and dependability with which it will serve the present.

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A popular, time-saving device, arranged by a superintendent thoroughly familiar with the difficulties involved in record-keeping. 45 cents

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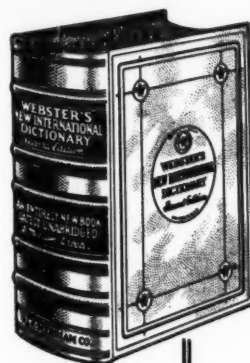
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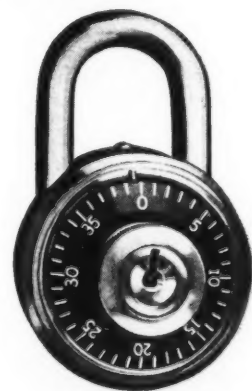
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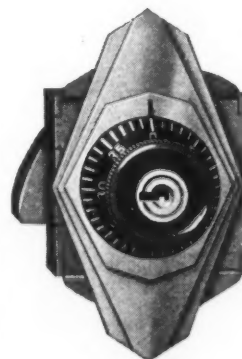
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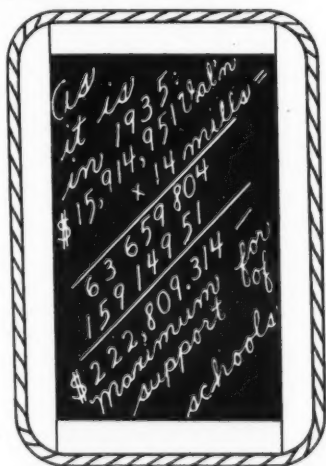
CHICAGO, ILLINOIS



(Continued from Page 72)

is likewise the answer to the question of why we do not furnish supplies and equipment as freely and liberally as before.

But the dollar which is stretched beyond the limits of good judgment loses its ability to function. On the following pages are shown data to prove that schools have "taken it on the chin" in an unfair proportion to other public services. Costs cannot continue to be lowered and enrollments continue to grow, as they have been doing for the past five years, without depreciating the quality of instruction and the character of the oncoming citizenship.



THE PRESENT SCHOOL SLATE SHOWS
AN ENORMOUS SHRINKAGE

This appeal is followed by a more definite discussion of facts and shows that while the combined cost of government for local, state, and national purposes rose from an average of \$1 in 1926 to \$1.69 in 1934, the average expenditure for the Lawrence schools during that same period dropped from \$1 to 89 cents. That the schools have fared badly as compared with other local government agencies, is made clear in the following paragraphs:

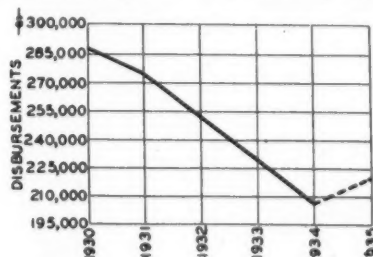
After examining the national picture, let us look at our own state of Kansas. Dr. C. B. Althaus, of the University of Kansas, has published data from which the accompanying graph is derived. After soaring to

a peak of \$2.10 of expenditure in 1930, as compared with \$1 in 1926, highways have dropped to \$1.26 in 1934. This is still an increase of 26 per cent over 1926. The cost of government in Kansas went to a peak of about \$1.25 in 1930 and has in 1934 dropped to 90 cents in comparison with the 1926 dollar. Schools have in 1934 reached a low of 72 cents.

Lawrence is a community greatly interested in education. This district has made every reasonable economy it has been asked to make. Some economies have been made that were not real economies. Possibly there are yet places to save, but those responsible for this budget have endeavored to make it sane, conservative and well fitted to the needs of this city and the type of citizenship represented here. If it meets these requirements reasonably well, it should have the support of all interested in the youth of today and the men and women of tomorrow.

In the second section of the report, the actual disbursements for the schools are shown to have dropped from \$285,000 in 1930 to \$205,000 in 1934. For 1935 an increased budget of \$220,000 is requested. The reason for this is made clear by a graph showing that while the enrollment in 1930-31 was 2,900, it arose to 3,126 in 1935. To support this increase in enrollment with a proper teaching staff, would require nine additional members. In 1930 Lawrence had a staff of 106 teachers; in 1935, only 103. The fact that this reduced teaching staff cannot be continued is shown in the following:

However, we face the inevitable conclusion that unless we deliberately compel our schools to deteriorate we shall be forced to add a little to our budget to take care of the increased load. No extravagant changes are contemplated. The standing and quality



HOW SCHOOL DISBURSEMENTS HAVE
DROPPED SINCE 1930

of our schools must be safeguarded in this manner.

The report continues with a detailed discussion of the budget estimates under the well-established headings of General Control, Instructional Service, Maintenance of Plant, Fixed Charges, Capital Outlay, Auxiliary Agencies, etc. The argument under the head of Instructional Service will indicate the effectiveness of the argument for the slight increases which are requested:

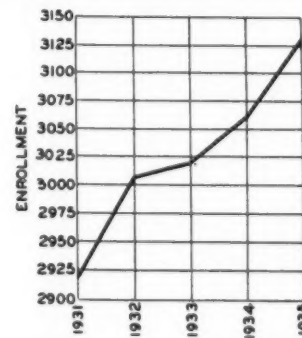
Instructional Service. Under this head are included the salaries of all teachers and principals, supplies for principals' offices, supplies for teaching purposes, etc.

The 1930-31 budget was.....\$197,311

That for 1934-35.....159,830

Estimated for 1935-36.....165,000

For several years we have pinched on both salaries and supplies. Everything we purchase now costs more than a year or two ago. The actual expenditure in 1934-35 exceeded the budget item in teachers' salaries;



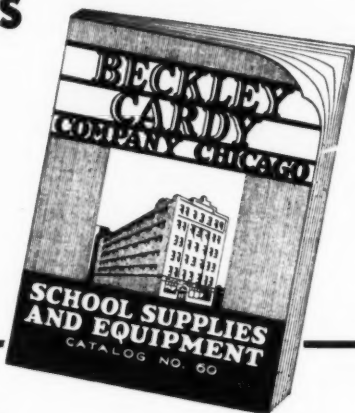
ENROLLMENTS HAVE INCREASED SHARPLY
IN SPITE OF REDUCED REVENUE

however, reimbursements from the state and federal government will more than offset the excess. We have used up all surplus and salvaged materials and must now be a little more liberal in our supplies or seriously cripple the work. Some very small salary increases are included this year. This is the most important part of the schools' services and deserves thoughtful and sympathetic consideration.

After discussing the budget as a whole, the report shows how well the work of the past year was carried on. Under such important headings as Attendance and Interest, Teaching Personnel, the

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School furniture and equipment must of necessity pass rigid requirements. Durability . . . flexibility for varied uses . . . correct posture . . . good appearance . . . are all important factors. When ordering equipment for new building or fall replacement needs, be sure to inspect carefully the quality and values in Beckley-Cardy's special new furniture and equipment catalog. Sent on request.

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Fidgeting, squeaking, scraping noises—annoying in the school—are oftentimes caused by uncomfortable seating facilities. The STANDARD line of Bentwood Chairs is designed and built to eliminate these disturbances. The one-piece Bentwood frame has bearings for noiseless folding; the back is curved and the seat just the right height to assure correct posture and comfort.



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work of the elementary, junior high schools, senior high schools, etc., Supt. Birch makes an accounting of his stewardship. Perhaps the following paragraph on the Teaching Personnel will indicate the character of the discussion:

Teaching Personnel. It is trite to say that good teaching cannot be done without good teachers. Not only is it our thought to select the very highest type of teaching talent available when there is a vacancy to fill, but we offer our teachers all the inducements possible to continue their study and growth in professional and personal fitness. Approximately 40 teachers attended summer sessions last year. A number of others traveled or had very definite programs for the "worthy use of leisure" months. In not many school systems are teachers more alert and happy in their work and play. During the present summer, from advance notices, at least one half of our personnel will be engaged in some very definite self-improvement program in order that the gains made may be reflected in the work done in the schools here. All this costs money, and the board of education has agreed to finance worthy summer programs to the extent of \$25 per teacher and to budget for the item.

Before leaving the more general discussion of our teaching personnel, it is but fair to comment on the morale of our staff. Lawrence teachers have in common with others all over this country, cheerfully assumed heavier teaching loads, decreased pay and the now increasing costs of living. They have shown great kindness and sympathy in giving of their time and funds for the assistance of the underprivileged. The few changes we have had in teaching positions are not due to dissatisfaction, but rather to the fact that certain young men invaded our ranks and carried off a number to grace newly established homes.

Perhaps no nicer or fairer tribute has been paid to our teachers this year than the following comment, taken from one of the Lawrence newspapers of a recent date:

"We have in mind a teacher in our city school system who is one of the most interesting and worth-

while persons in this community. Her secret of success and popularity is that she knows how to get along with folk. She isn't the gushing type who always agrees; far from it, she is rather the firm type but she brings out her ideas so diplomatically and carefully she never offends. In addition to that rare quality she always scatters roses as she goes along, for she always finds the commendable things to mention and dwell upon. It is a real pleasure to have her around and the young people with whom she deals feel that way too, for she has an understanding heart."

Try as we may, we are not able to segregate one individual to whom the above applies exclusively. We have so many to whom it might apply that we are inclined to accept it as a tribute to the type of teacher Lawrence employs. If there be one in our system who does not deserve this tribute, we hope she may set forth earnestly this year to earn it.

Incidentally it should be added that the college training of the Lawrence teachers has been improved enormously during the past five years. In 1929, 26 per cent of the elementary teachers had earned degrees:

The last study of this sort made in Lawrence was in 1929, at which time 26 per cent of the elementary teachers had earned degrees as compared with 49 per cent in 1935. Junior-high-school-teacher degrees were limited to 64 per cent as compared with 85 per cent in 1935. In 1929, in the senior high school, 3 per cent were without degrees, while today 100 per cent have degrees. Master's degrees in senior high school were held by 37 per cent then, and by 45 per cent now. One third of the senior-high-school faculty members have done work beyond the master's degree, while in the junior high school about one fifth have the same distinction.

Under the titles "Splendid Investments," Supt. C. E. Birch discusses the work of the night schools, the recreation program, and the art studio. In the night school, classes have been held in art appreciation, public speaking, modern languages, clothing, home decoration, salesmanship, and clerical studies. The recreational program has included a wide series of activities in the schools and on the playgrounds. Not only basketball and baseball, but music has been offered.

To clinch the argument finally for a generous school budget, Mr. Birch adds this last-minute comment:

Per Capita Costs. We have usually submitted per capita costs for each of the schools, but at this time are unable to do so. In total, however, based on average daily attendance, the approximate per capita cost for the last year was \$77, while the figure for the United States as a whole has been estimated at about \$94. Figuring the per capita cost for Lawrence on the basis of the peak enrollment (the number for whom we must actually provide seats and accommodations) the figure will be but approximately \$70. In 1930-31 it was \$91, a reduction in four years of \$21, or 23 per cent.

The editor of the JOURNAL is convinced that few communities could withstand so reasonable, sincere, and convincing an argument for the generous support of a city school system, especially when that system is functioning economically and efficiently.

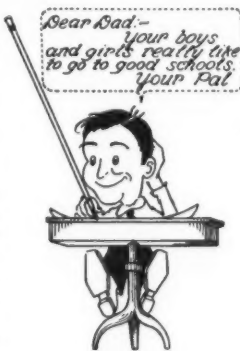
WHAT SCHOOLMEN ARE SAYING

Too much of our education has been like the mid-Victorian haircloth furniture which was locked up in the parlor to be used only on special occasions. Most of the current methods used in the education of youth are too formal, too abstract and too disconnected from life. — John Wayne Richards, Headmaster, Lake Forest Academy, Lake Forest, Ill.

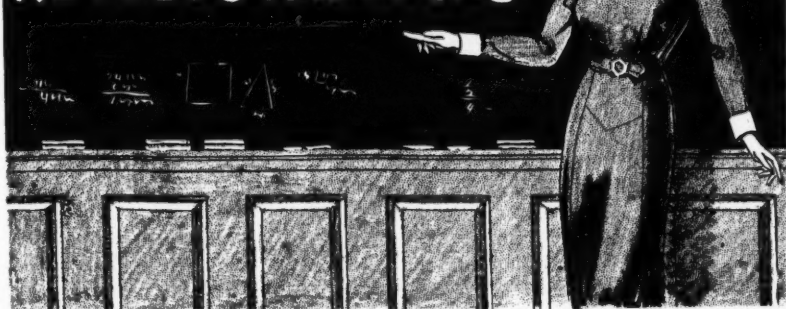
I will not go into an executive school-board session and be bound by what happens in it. I believe in transacting the business of the board of education in the light of the broad open sunlight of the day. — Fred C. Dodds, Member, Board of Education, Springfield, Ill.

The youth of today is better than it was in the proverbial good old days, although we are living in a complex age of radio, airplane, and canned foods, which have affected a material change in the affairs of life. Schools have lost their formalism and are working to develop the individuality of the boy and girl. These must be taught, instead of subjects. — Henry Smith, Superintendent, Sheboygan, Wis.

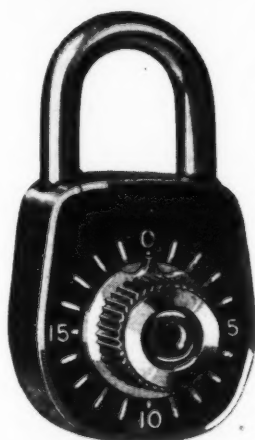
Nationally the school principal can further humanitarian causes; from the state point of view, he can support the state program, so that all children have better school opportunity; from the local point of view the principal should avoid partisan politics and try to act as the part of the ambassador in his community, and lastly; the best politician is the best servant. — William Twitchell, Jr., Principal, Peapack, N. J.



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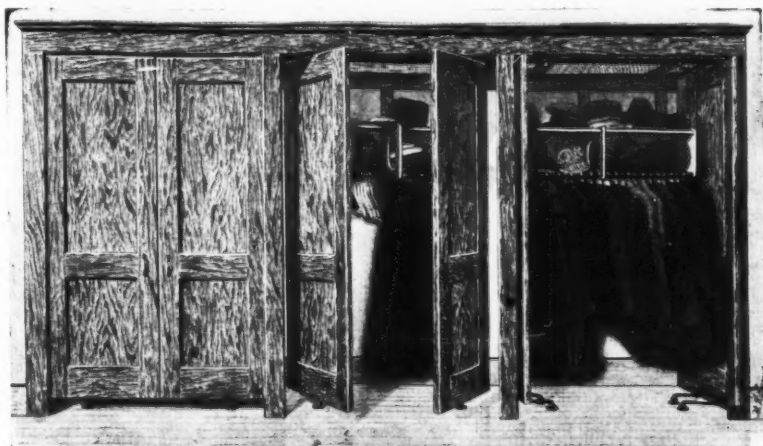
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EVANS "Vanishing Door" WARDROBE

Class J

equipped with either "Floor" type (as illustrated) or "Jamb" type hinges. This is Class D wardrobe if made with flush doors.

CLASSROOM WARDROBES High in Quality — Low in Cost

This type occupies a recess flush with the wall. Plaster back and ends. No partitions, but with mullions between pairs of doors. Wire mesh ceiling. Blackboards if required.

The "Vanishing Door" hinges on which the doors are hung are made with double pivoted arms and swing the doors back into the wardrobe entirely out of the way. Simple—trouble-proof—and last as long as the building.

Wardrobes are furnished complete in the knock-down, with all woodwork cut to size, and only need to be nailed in place. The hinges are easier to put on than common butt hinges. The cost of installation is small.

We make many other types of school wardrobes, fully illustrated and described in Catalog "N." Send for your copy.

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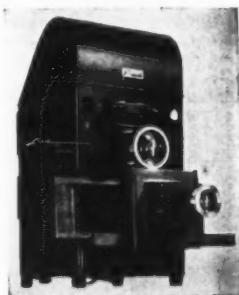


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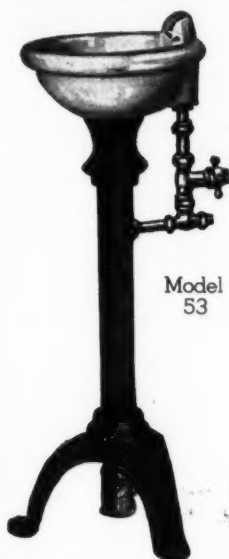
Rundle-Spence DRINKING FOUNTAINS

FOR service on your playgrounds, you will find that the R-S models illustrated here provide sanitary drinking facilities for your students and by their durability, effect a welcome economy on replacement expense.

Both models are controlled by the Rasco patented ball-bearing self-closing valve with metal 4-ball handle and a tamper proof volume regulator that affords an even flow of water at all times.

Sanitary drinks are always assured by the integral angle stream bubbler nozzle which has been placed above the rim of the bowl. Even if the brass beehive strainer becomes clogged, there can be no contamination.

Before specifying fountain installations, check these two models and also consult us regarding your other indoor or outdoor drinking requirements.

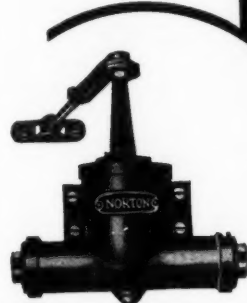


Model
53



Model
61

RUNDLE-SPENCE MFG. CO.
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**CONTROLS
THE DOOR
ALL
THE WAY**

NORTON..SAVES STRAIN ON HINGES AND DOOR
Efficiently controlled doors are never noticed but the jerky, noisy, and uncorrectly controlled doors annoy class work and cause losses in repairing hinges and doors. Norton Door Closers are graduated.

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**NORTON
DOOR CLOSER
COMPANY**
CHICAGO ILLINOIS

Division of the Yale and Towne Manufacturing Company

DOOR CLOSERS FOR ALL SCHOOL DOORS

(Continued from Page 48)

and interview with teacher beforehand are used equally as often by small and by large schools. However, when all schools are considered 53 per

TABLE XI. Method by Which Pupils Enter Class After Having Been Dismissed for Misbehavior

Method of entrance	Frequency by size of school			Total	Per cent
	A	B	C		
Written permit	17	41	37	95	53.1
Interview with teacher beforehand	17	22	32	71	39.7
Just re-enters	7	2	0	9	5.0
Pupil remains out all week and makes up work	0	1	0	1	.5
Interview with principal	0	0	3	3	1.7
Totals				179	100.0

cent use the written permit, while 39.7 per cent use the interview with teacher beforehand. Other methods are not reported in significant numbers. In 5 per cent of the schools the pupil re-enters without written permit or interview. This practice is found only in smaller schools.

The frequency with which various methods are employed in the disposal of cases sent out from classes and the knowledge of these cases by the principal is shown in Table XII. In answering the questions regarding the handling by the teacher of

TABLE XII. Disposal of Cases Sent Out from Class and Knowledge of These Cases by Principal

Questions asked	Size of school			Per cent for all sizes	
	A	B	C	Yes	No
Do teachers handle the cases sent out from class?	Y 25 N 12	Y 8 N 33	Y 21 N 28	43.5	56.5
Are cases that are sent out from class always sent to office?	Y 13 N 27	Y 33 N 12	Y 40 N 22	58.5	41.5
Do you always know about these cases? (i.e. officially)	Y 21 N 14	Y 30 N 9	Y 45 N 14	72.2	27.8

Y-Yes; N-No.

cases sent out from class, the small schools report that the teacher handles these cases in a ratio of 2 to 1. The ratio is reversed for medium-sized schools, the teacher handling these cases in only one school in four. Principals of large schools are equally divided in their practice of the two methods. Of all schools, 43 per cent report that the cases are handled by the teacher with 56 per cent reporting to the contrary.

Approximately one third of the pupils sent out from classes for disciplinary reasons in small

schools are sent to the office. In the large schools approximately 66 per cent of pupils are sent to the office after having been dismissed from class for disciplinary reasons. Practices seem to vary with the size of school. In a slight majority of all schools, the cases sent out from class go to the office of the principal.

It would appear from the replies that the principals nearly always know when pupils are sent from classes for disciplinary reasons. This knowledge concerning the dismissal of pupils for disciplinary reasons is possessed more often by principals in schools of size B and C than in small size A schools.

TABLE XIII. Attitude of Pupils Toward Teacher Sending Disciplinary Cases to Office

Questions asked	Size of school			Total	Per cent
	A	B	C		
Do you think pupils lose respect for a teacher sending few pupils to the office?	Yes 6 No 34	Yes 6 No 45	Yes 7 No 56	19 133	12.5 87.5
If she sends many cases?	Yes 37 No 2	Yes 45 No 3	Yes 58 No 2	140 7	95.2 4.8

As indicated in Table XIII, principals believe that pupils do not lose respect for the teacher if she sends a few disciplinary cases to the office. Of the principals answering, 95 per cent feel that a teacher who sends a great many disciplinary cases to the office does lose the respect of pupils.

Summary

The purpose of the article is to present a picture of the frequency with which certain administrative disciplinary measures were employed in high schools of various sizes in certain representative North Central states. The following practices are advocated with the conclusions of the study in mind:

Principals should have the power to suspend pupils. Principals not having this power may well seek it, realizing that it serves as a source of increased respect on the part of students.

Teachers' meetings held for the purpose of studying the problems of discipline are strongly advocated. School problems of discipline can be taken up at these meetings making the discussions practical and helpful.

Greater participation by pupils in the control of the school may be advocated in the face of its little use in current practice. Much pupil responsibility and character training can be developed. Pupils can aid the faculty by assuming responsibility for order in library and corridors but do not appear very successful in the control of discipline in study halls.

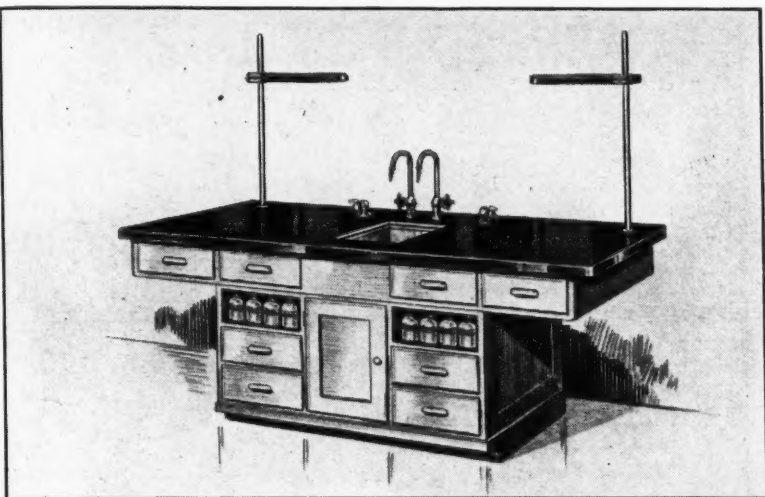
Students may be asked to report offenders or recommend punishment at the discretion of principal, but the practice does not appear very common. The feeling of the social group against the so-called "tattle-tale" makes it difficult to administer. Offenses of a personal nature to teacher should be dealt with by the teacher offended. Students may assist in recommending punishment when the offense affects the social group.

For the sake of good disciplinary control the principal must have cases reported concisely and accurately. This requires a method of reporting suitable to size of school and character of case. The methods used with greatest frequency by principals were "Teacher giving oral report without pupil present," "Pupil sent directly to office and giving his own report" and "By note to principal with pupil reporting immediately."

Pupils should be dismissed from class if insubordinate or for causing general disturbance, but an appropriate form of punishment should follow. Mere dismissal is not a punishment and results in a loss of valuable class time.

Requiring re-entrance to class by written permit signed by principal or an interview with the teacher beforehand is a good practice as it brings student in contact with the authority and serves as a final check-up on problem case.

It appears a good practice to have teachers handle their own cases after sending them out from class whenever possible. Discipline has its source in the classroom, and it is a certainty that the teacher's prestige will be increased if she can handle her own cases. Major cases may be too severe for the teacher to handle alone, as indicated in large schools where 66 per cent go to the office, but her aid must be solicited by the principal to insure against further infractions.



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Principals should require a report from teachers on each pupil dismissed from class for disciplinary reasons. Principals believe pupils lose respect for a teacher if she sends too many disciplinary cases to the office. When the principal is in full possession of the facts about these cases, he is in a position to check with the teacher and help her with her difficulties.

Problems in the control of discipline will vary in schools of different sizes, consequently the principal is urged to experiment in the use of the above practices in an endeavor to determine those directly applicable to his own situation.

School Finance and Taxation

BUDGET LEGISLATION IN LOUISIANA

The Louisiana state legislature has enacted a law under which a State Budget Committee is created that has authority over the employment of teachers and the adoption of budgets by the parish school boards. The law, which is known as Section 20 of Act No. 100 of 1922 as amended in 1935, provides in substance as follows:

The parish school board determines the number of schools to be opened, the location of schoolhouses, and the number of teachers to be employed. Approval of these acts of the parish boards must be given by the State Budget Committee composed of the governor, the state superintendent of public education, and the state treasurer. The local boards may elect teachers without the endorsement of the parish superintendent upon a majority vote of the full membership. Teachers are to be employed on the nomination of the parish superintendent by the month or the year, but there may be no discrimination as to sex in the fixing of salaries.

The respective parish school boards are required to prepare a list of teachers on July 1st of each year, and a statement of the salaries to be paid. The Budget Committee is required to indicate its approval or disapproval within fifteen days upon the receipt of the list, and inform the parish board of the objections which it has to the list and the salaries as submitted.

The Budget Committee may suggest such changes as it may desire. Within ten days from the action of the Budget Committee, the parish board is required to reform and resubmit its list of teachers and salaries and in five days from the receipt of the same, the Budget Committee must approve or make such further modifications and changes as it may deem necessary.

The law further requires that the "Budget Committee may at any time, or as emergencies may require, revise or amend, in whole or in part or as to any item, the budget of any parish school board, submitted to it as required by Section 27 of this Act as amended; and that said Budget Committee may at any time strike the name of any person from any such list and make substitution of any other qualified person or persons therefor, in its discretion, and any such person thus substituted shall be employed by the parish school board."

FINANCE AND TAXATION

♦ Governor Horner of Illinois has appointed ten legislators as members of the new state educational commission. Senator Harry C. Stuttle, of Litchfield, has been selected as chairman of the commission, which will recommend an administrative and financial reorganization of the state's public-school system.

♦ Owing to default in principal and interest payments on bonds issued by Ferndale-Pleasant Ridge, Mich., school district a refunding offer has been worked out by a bondholders' protection committee. The plan provides an interest rate of 3 per cent for the first four years, 4 per cent the next five years, 4½ per cent the next three years, and the original rate of interest for the last 14 years. The tax ability of the district will be sufficient to meet the obligation. The plan will afford a saving of \$275,000 during the first twelve years of the refunding period covering 26 years.

♦ Anoka, Minn. Expenditures for the public schools of Anoka, Minn., exclusive of debt service and permanent improvements have been considerably reduced during the past five years. In 1930-31 the current expenditures for instruction, supervision, etc., amounted to \$65,432 or \$81.89 per pupil ADA. In 1934-35 the cost had been reduced to \$55,639 in spite of the fact that the attendance had risen 116 pupils ADA. The cost per pupil ADA in 1934-35 was only \$60.80. Teachers' salaries for the coming school year 1935-36 will be maintained without reductions.

♦ Middletown, Ohio. The board of education has adopted a budget of \$440,000 for the school year 1935-

36. Of this amount, \$220,000 will be obtained from general property taxes, which is a reduction of \$60,000 from the amount granted for 1934.

♦ Ottawa, Ill. The school board has adopted a tax levy of \$110,000 for educational and building purposes during 1935. This is an increase of \$7,000 over the tax levy for 1934.

♦ Munising, Mich. The board of education has adopted a budget of \$114,000 for the school year 1935-36. The new budget represents an increase of \$16,000 over the estimate for the year 1934. A part of the increase is due to a partial restoration of salary cuts and to the restoration of five teaching positions.

♦ Muscatine, Iowa. The new school budget for the year 1935-36 calls for a total of \$227,000. The budget calls for \$30,000 in the building fund, or a decrease of \$8,000, and \$197,000 for the general fund, or an increase of \$8,000. The operation of plant will require \$20,262. The amount for teachers' salaries has been set at \$75,000.

♦ Tulsa, Okla. The members of the school board recently appeared before the county excise board to present their request for a general-fund budget of \$2,037,834 for the current fiscal year. The budget is an increase of \$283,767 over the estimate for 1934. The principal increase is in the proposed salaries for teachers which will amount to \$1,486,843.

♦ Lawrence, Kans. The school board has adopted a tax levy of 18.7 mills, or an increase of .8 mill, in order to raise a total of approximately \$230,000 for school purposes.

♦ Cedar Rapids, Iowa. The school board has presented a budget to the board of city supervisors, calling for a total of \$1,043,235 for the school year 1935-36. Of the total amount, \$831,135 will go to the general fund, \$206,250 to the building fund, and \$5,850 to the teachers' pension fund.

♦ The school board of Hillsborough County, Tampa, Fla., according to a report of Superintendent Robinson, has reduced its bond and time-warrant debts by \$260,060 during the school year which closed on June 30. After nine months of school operation, the board has \$340,593 remaining with which to pay bonds and other obligations coming due during the school year 1935. During the year, the district paid \$277,346 in interest on bonds, which is part of a total of \$539,565 paid in interest and principal on bonds and warrants during the year. The school district has invested \$7,-

(Concluded on Page 81)

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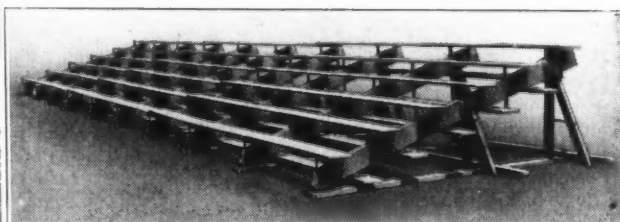
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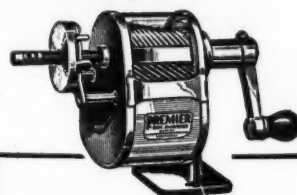
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959,500 in school properties, including lands, buildings, and equipment.

♦ St. Paul, Minn. Commissioner I. C. Pearce has submitted a complete budget estimate for the department of education during the year 1935-36, which calls for an increase of \$700,000 in appropriations, including nearly \$600,000 more for school purposes. Of this item, nearly \$400,000 is set aside for instruction purposes, to cover restoration of salaries, automatic salary increases, and the payment of salaries for additional teachers.

♦ The school board of Lorain, Ohio, has adopted a budget of \$756,478 for the school year 1935-36, which is \$86,019 higher than the estimate of last year, which provided a total of \$670,459. The budget provides \$587,771 for operating expenses, with the balance devoted to debt service.

♦ Des Moines, Iowa. The board of education has approved a budget of \$2,836,003 for the school year 1935, which is an increase of \$182,000 over the estimate for the year 1934. The budget includes an item of \$12,000 for the employment of additional teachers, \$38,332 for salary increases, \$18,000 for improvements to buildings, and \$1,603,350 for fire-insurance protection on school property expiring during the next year.

♦ Winona, Minn. The board of education has approved a budget totaling \$252,922 for the school year 1935. The budget calls for a tax levy of \$205,522 for the next school year. The appropriation for instructional service was increased by \$2,048 to bring the total to \$179,650 and to pay for additional teachers to be employed for the next year. The maintenance fund was cut from \$4,500 to \$4,350, and minor reductions in a number of instances were made to reduce the cost for operation of buildings from \$38,500 to \$36,102.

♦ Minneapolis, Minn. The board of education has approved a budget for the school year 1935-36, calling for an expenditure of \$8,554,910. Of the total amount, \$7,578,760 will be devoted to salaries, and \$976,150 for plant operation, supplies, repairs, and similar items. The board has voted to make a five months' study of the 1936 financial problem in order to make plans for the payment of teachers' salaries and other employees' salaries next year.

♦ Mr. ELSON S. GUENTHER, superintendent of schools at Houston, Ohio, died in a hospital at Piqua, on August 10, following an operation. He was a graduate from the Ohio Wesleyan University and held a master's degree given by Ohio University.

Teachers and Administration

♦ Windsor Locks, Conn. The board of education has adopted a new policy under which it will employ only single teachers in the future. All but one of the married teachers in the system have been dropped.

♦ John Dirmsore, a discharged teacher of Hamilton County, Tennessee, has presented his case to the county school board in the first test of the new teachers' tenure law, which requires a notice of dismissal, written charges, and a hearing. Accusations were made to the county school board by Principal Ware of the Mountain Creek School, and charges in writing were furnished by the County Attorney.

♦ Fort Worth, Tex. The school board has prepared a self-rating sheet for teachers to be filled out by all prospective teachers seeking positions in the schools. The sheets provide teachers and principals with a satisfactory way of checking their ratings as educators and to encourage them in raising their ratings by a continuous development of their qualities and abilities. The sheet is divided into five sections: personal and social qualities, professional qualities, co-operation and loyalty, teaching ability and management. Included are the following items:

Do you have a clear, pleasing voice and an attractive personal appearance?

Do you maintain self-control and poise at all times?

Do you accept responsibility and respond willingly to suggestions?

Are you careful in your use of English?

How styles have changed from the days when the teacher merely instructed pupils in "the three R's," to the present when the teacher must train the child to think and act for his and society's best interests in a complicated and rapidly changing environment, is shown in questions, such as the following:

Do you encourage pupils to develop good citizenship qualities?

Do you try to understand each child as an individual and help him with his personal problems?

Do you give attention to activities outside of class?

Do you devote enough attention to community activities?

Does your contact with pupils cause them to aspire to higher ideals?

PUBLIC SCHOOL BUSINESS OFFICIALS WILL MEET

(Continued from Page 45)

construction engineer, will enter into the problem of co-operation between the school personnel with actual construction factors, modernizing office facilities in old buildings, advantages of using insulation board on ceilings, durability, and fire-resisting qualities of cement plaster on metal lath, exterior masonry, wood floors, etc.

The mechanical equipment of a school plant will receive special consideration. Mr. H. A. Benson, operating mechanical engineer, will deliver a lecture on the methods of selecting mechanical equipment for schoolhouse use. He will illustrate some of the more practical methods of modernizing an antiquated mechanical equipment.

Mr. Benson will also demonstrate the high-pressure versus the low-pressure heating systems for schoolhouses. There will also be a demonstration in testing radiator valves, traps, and other steam accessories. He will also lecture on the purchase of fuel under the B.T.U. method, selection of fuel for economical schoolhouse heating and simplified procedures in determining whether a heating plant is economically operated. Further, Mr. Benson will demonstrate how the amount and value of engineering materials, supplies, and tools per building per year may be computed. The testing of materials and supplies will be illustrated.

Mr. M. W. Rosenberg, designer and locksmith, will discuss the purchase and upkeep of locks, keys, door checks, pencil sharpeners, music stands, wardrobe brackets and hooks, sight-testing equipment, etc. His discussion will include consideration of the utility of key cabinets and the conservation of the entire range of school equipment.

Mr. C. Mulvahill, a furniture specialist, will deal with the matter of the selection of proper furniture for schoolhouse use, based upon utility, durability, and price.

A Study on Janitorial Service

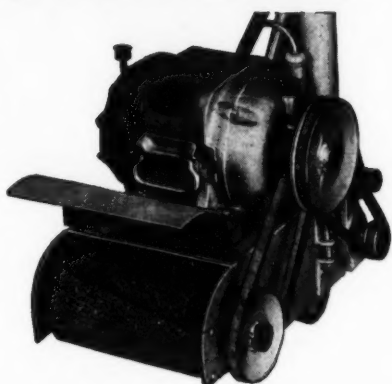
The problems which come within the range of the janitorial service will be dealt with by Jens Flikeid, an expert on the subject. He will show how to compute the amount and value of house-



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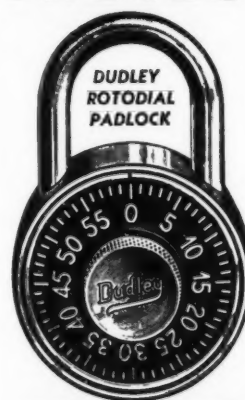
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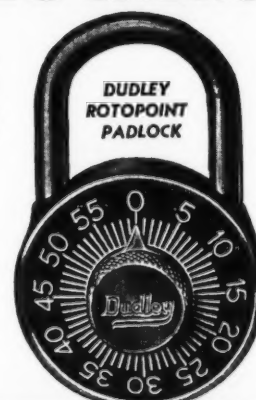
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keeping materials, supplies, and tools per building per year. His discussion will also include the testing of janitorial materials and supplies, selection and rating of men and women for janitorial service, and the inspecting and rating of janitors.

Mr. Flikeid will have something to say on the preservation, treatment, and maintenance of wood floors, cement, terrazzo, and asphalt floors. Materials employed in janitorial service and how to use them will have his attention.

An interesting feature of the convention will be the appearance of Leslie C. Helm, principal of the Minneapolis Janitor-Engineer-Custodian Training School. He will explain the purpose of the school over which he presides, the subjects upon which instruction is given, classification of students, com-

prehensive program of work, and the textbooks employed.

Conrad Pykoski, operating mechanical engineer, will discuss the care, maintenance, and refinishing of slate blackboards. He will also illustrate the making of graphs by schoolhouse engineers and their use in building up economy in connection with schoolhouse operation. These graphs will concern themselves with the use of light, water, power, and coal.

Mr. Pykoski will also concern himself with the equipment, tools, supplies, and materials employed in washing painted walls. Finally, he will demonstrate how to compute man power for a public-school building, selection and rating of men for engineering service.

Plumbing, Painting, and Window Shades

In the field of plumbing, the question of lead burning versus wiped joints in the installation of waste pipes and traps in chemistry rooms will have the attention of Joseph E. Quigley, plumbing inspector. He will also demonstrate the utility of drinking fountains, ventilated urinals, toilet bowls, and other fixtures.

William A. Speedy, a master painter, will bring to the attention of the delegates the problems connected with the subject of paints and painting. S. L. Rockney, an expert on window shades, will demonstrate the relative merits of single versus hung shades, cloth shades versus venetian blinds, and the economies involved in shademaking and maintenance.

Inspection Bureaus Provided

The city of Minneapolis, through its superintendent, Dr. C. R. Reed; the president of its board of education, Lynn Thompson; and its mayor, Hon. Thomas E. Latimer, has manifested an exceptional cordiality toward the National Association of Public-School Business Officials. Not only will the school plant be open to members of the Association, but it is especially planned that the unique features of the Minneapolis School-Plant Administration Building, and of the Minneapolis Training School for Janitor-Engineers will be open to the members. The newer Minneapolis school buildings, which contain features of exceptional importance, will be explained by the architects and building superintendents in charge.

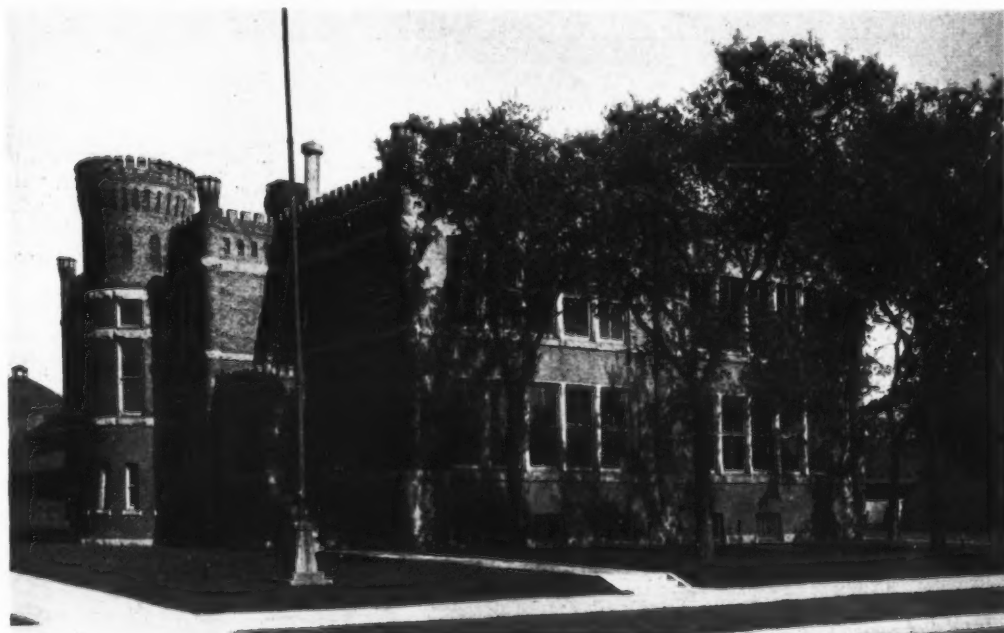
PERSONAL NEWS

• Mr. O. J. ATTOR, formerly principal of the high school at Washburn, Wis., has been elected superintendent of schools, to succeed V. E. Kimball.

• Mr. E. E. KLINE, of Norway, Iowa, has been elected superintendent of schools at Hudson. He succeeds Karl F. Nolte.

• Mr. JAMES COTTER, of Williamston, Mich., has been elected superintendent of schools at Mattawan, to succeed M. L. Bailey.

• Dr. WILLIAM JASPER KERR, formerly Chancellor of the Oregon State System of Higher Education, has been elected as Chancellor Emeritus and given the customary salary. Dr. Frederick M. Hunter, who has been elected to succeed Dr. Kerr, was formerly Chancellor of the University of Denver.



THE MINNEAPOLIS JANITOR-ENGINEER TRAINING SCHOOL, WHICH WILL BE VISITED BY THE SCHOOL BUSINESS OFFICIALS

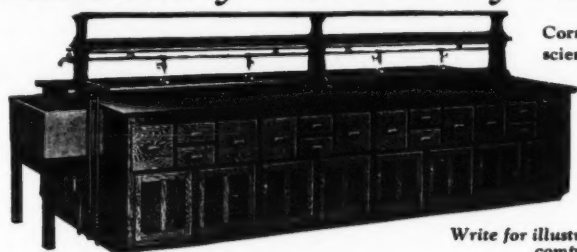
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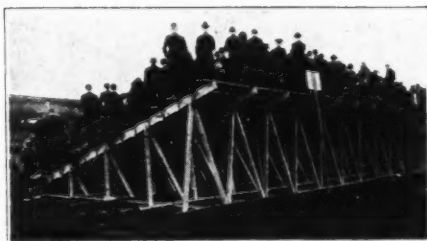
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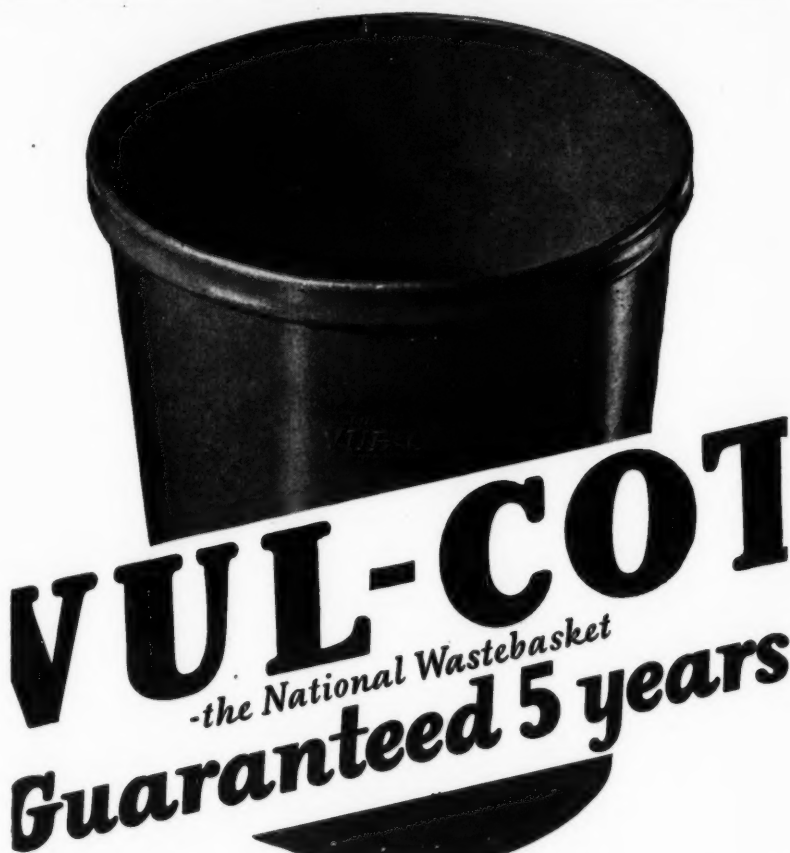
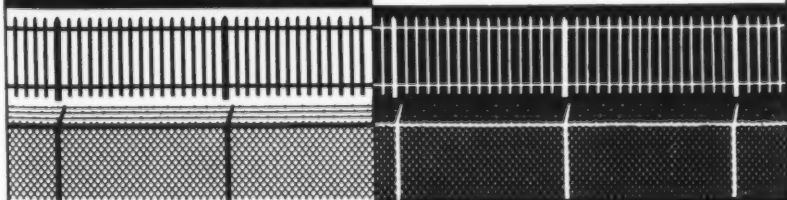
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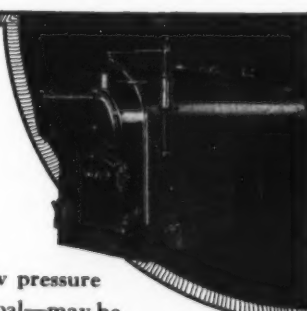
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DEPRESSION TENDENCIES VS. LONG-TIME TRENDS AFFECTING TEACHERS

(Concluded from Page 20)

tion. Each month an increasing number of progressive school systems are going back to 1930 salary levels, and restoring old salary increments which have been suspended. Another depression tendency appears to be changing direction.

In conclusion, it would appear that the true meaning of most depression tendencies affecting teacher personnel can best be discerned in the light of past trends. But the course of such

trends also teaches another lesson. Past trends repeat themselves only when the factors that condition them do not change fundamentally. Education, like certain other American institutions, is passing from youth to adulthood. While many characteristics of youth remain, there are some depression tendencies that are sharp reminders of present and future problems to which the precedents of the past may suggest only partial answers.

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SCHOOL-BOARD AND SCHOOL-EXECUTIVE RELATIONSHIPS

(Concluded from Page 24)

presented, he should be able by analysis to make intelligent decisions and recommendations. A school system is no more in need of two heads than is a man.

Co-ordinate all branches of school administration, whether it be building operations, supervision of custodians or purchasing under the general supervision of one executive, and the public-school organization parallels itself with private business organizations and makes for efficiency by fixing responsibility.

Of all governmental agencies the school districts seem to be the ones which, under existing laws and customs, can more readily operate in accord with the efficiency standards of private enterprises. The controlling boards are generally small in membership, and whether the method of selection be appointive or elective, the group rates high in qualifications, capacity, and trustworthiness. For the execution of its great trust, trained professional men and women are required. Happily there is no other public service where the standards among the rank and file are higher. Unhampered by stupid qualifications or by the limitation of power which comes from specific designation, the chief school executive's position, under a co-operative school board, is comparable to the executive manager in private business, and that of the board of education to an alert, well-informed executive committee, tolerating nothing less than a high standard of administration. But the comparison can go no further, for the objective of private business is profit, and that of a school administration is service. Administrative machinery that will maintain the efficiency of business and the service idea of education can be set working in any school district by reasonable co-operation.

Today, the public schools of the country by virtue of economic forces which are bringing about revolutionary changes in our conception of the amount of work which a man or woman should do in a given time, are facing the question of not only more years of training for the youth but training for adults as well. The school-board member and the school executive find themselves facing a challenge which requires intelligent co-operation with each other and signal leadership on the part of both in the communities in which they live.

THE SUPERINTENDENT AS A SUPERVISOR

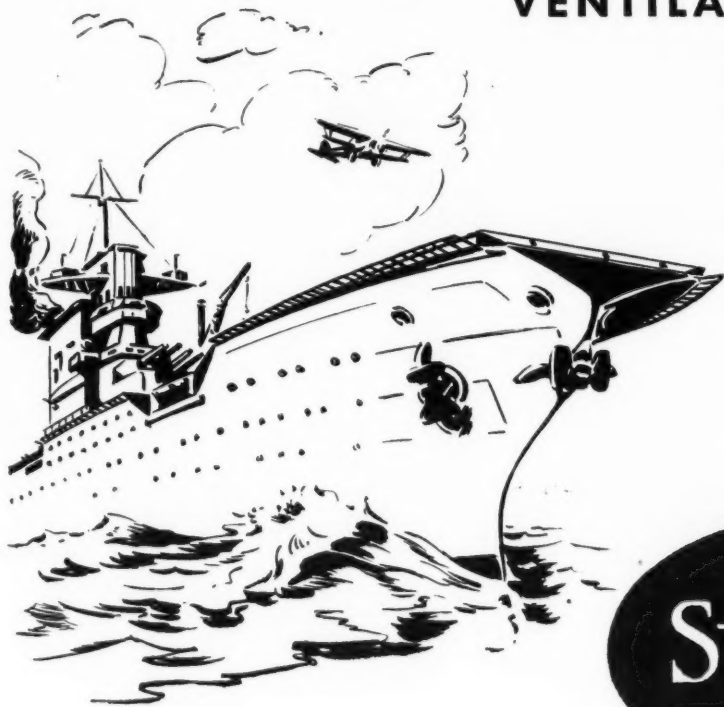
(Concluded from Page 27)

The most important but subtle discernment will be called into action as the superintendent attempts to evaluate pupil attitudes and the ability of individuals to adapt themselves to the whole social group. In larger school systems, the accomplishment on this individual basis will come to him through teachers, principals, and supervisors, but it is his discernment and leadership which will develop such a quality with those who act in the first-line trenches.

The new era, concluded Miss Bean, demands a new and higher type of leadership which is based on broad principles and a knowledge of education. The course of study must arise from the needs of the children. In the democratic school, procedures must cut across subject-matter lines and create whole, living experiences, coming from the demands of the children themselves.

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WHAT SCHOOLMEN SHOULD KNOW ABOUT LIGHTNING RODS

(Concluded from Page 40)

stallation to be standard. The label is attached to a building properly rodded. The privilege of using the label is taken from any manufacturer who falls below the set standard.

Finally the fact should be emphasized that the installation of a lightning-rod system should be delegated to thoroughly trained mechanics. This is not a job for the mason or electrical contractor. The haphazard coursing of conductors, carelessly made splices and joints, ineffective and inadequate ground connections are all possible if a system be installed by any but trained specialists.

LETTERS TO A BEGINNING COUNTY SUPERINTENDENT

(Concluded from Page 41)

with my family in the evening?" he flung out. "If I found any teacher too good to spend the evening at my fireside, I would tell her to pack and leave." Never shall I forget the lordly manner in which he stalked out.

Many such a situation as this has been cleared by the building of a teacherage at district expense. However, as you found out this summer, the teacher-boarding problem still exists in certain communities, Mr. Beginner.

Since you are asking me, living conditions of teachers is a vital problem in the welfare of our rural schools. It is now an accepted fact that no teacher can render efficient service in the school-room if she is uncomfortable in her living quarters. A clean bed, wholesome food, and a quiet, warm room where a teacher may work "undisturbed" are now recognized as essential.

You write that you had little grasp of budgets or budgetmaking for your schools until it came as a part of your responsibility this summer while you helped the different school boards work out their respective estimates of expenditures for the next school year. Certainly, with this summer's ex-

perience in school finance, you will have a better comprehension of the assessed valuation of your school districts, the attitudes of your boards, the salaries of your teachers, teacher tenure, capital outlay, the purchase of school supplies and library books, the care of playfields, and the condition of the school plant and grounds, etc. From the experience of these three months, you will have acquired a rich background in administration built by intensive training in those other contributing fields which you found yourself touching; law, psychology, business administration and administrative social service. I am confident that you will approach your field problems and general administrative work with greater assurance this year, than you did last. You are on your way to the mastery of a large field in school administration, that of the county, second only to that of the state.

Your friend,

A ONE-TIME COUNTY SUPERINTENDENT.

WHAT SCHOOLMEN ARE SAYING

We need new school buildings badly. The federal government has made a generous offer of a 45 per cent grant. A \$2,000,000 project would cost us only \$1,100,000. No business man would turn down a proposition like that.—*Fred Stair, member board of education, Knoxville, Tenn.*

Nothing is so costly as ignorance. Men pay for things they do not have far more dearly than for things they do have. An undisciplined nation possesses few of the blessings and comforts of life.—*Dr. George H. Denny, President, University of Alabama.*

Neither educators nor laymen, nor board of education members, agree upon a definition of a fad or a frill. That subject defined as a fad by one educator or layman is accepted as basic and necessary by another.—*Chase M. Davis, President, Board of Education, Covington, Ky.*

When a tax on snuff was first proposed it was understood that the proceeds would be used exclusively to provide free textbooks for the children. The tax on snuff was passed. But there is no guarantee that the proceeds will go for the purchase of textbooks. The governor may at his discretion purchase textbooks. . . . Question: Is the sheriff's lobby at Montgomery more effective than that of the snuff-dippers and taxpayers.—*Montgomery Advance, Alabama.*

NEWS OF SCHOOL OFFICIALS

- The school board of River Rouge, Mich., has reorganized, with the election of ERNEST MILLS as president, ALBERT R. HEUER as treasurer, and JOSEPH L. SCHROER as secretary.
- The school board of West Lafayette, Ind., has elected WIBLE HINER as president, DR. O. F. HALL as secretary, and F. S. CROCKETT as treasurer.
- The school board of Hobart, Ind., has reorganized, with the election of DAN KRAFT as president, HERMAN JOHNSON as secretary, and HERMAN POPE as treasurer.
- The school board of Lafayette, Ind., has reorganized, with the election of MILTON J. BRUSH as president, PAUL F. ROYSTER as secretary, and HARRY C. SMITH as treasurer.
- The school board of Ada, Minn., has elected DR. A. NELSON as president, O. N. BODDING as clerk, and R. R. BETCHER as treasurer.
- MR. CHARLES D. ISE has been re-elected as president of the board of education at Coffeyville, Kans.
- The board of education at Liberal, Kans., has reorganized, with the election of FRANK G. BOLES as president, R. B. RAVESCROFT as vice-president, and N. B. MAHURON as secretary.
- The school board of Council Grove, Kans., has elected A. G. DUNN as president, JOE SAUNDERS as vice-president, and W. E. NIX as clerk.
- The school board of Goodland, Kans., has reorganized, with the election of ELMER EUWER as president, MRS. LEN JONES as vice-president, and WADE WARNER as secretary.
- MR. E. BERT COLLARD has been elected president of the board of education at Leavenworth, Kans. Other officers named were W. S. ALBRIGHT, vice-president, IRA J. BRIGHT, clerk, and MRS. KATE B. CORY, treasurer.
- The school board of Fort Scott, Kans., has reorganized, with the re-election of HARRY A. CRANE as president, HOWARD THOMAS as vice-president, and W. V. DIXON as clerk, and E. A. SHAVER as treasurer.
- The school board of Independence, Kans., has reorganized, with the re-election of CLARENCE E. STEWART as president, and MRS. J. B. BLADES as vice-president.
- The school board of Newton, Kans., has elected F. M. PUTTROFF as president, CARL BECKER as vice-president, WALTER HART as secretary, and GEORGE DESCHNER as treasurer.
- The board of education of Topeka, Kans., has reorganized, with the election of MR. JOHN F. SCOTT as president, MRS. D. L. McEACHRON as vice-president, MR. H. L. ARMSTRONG as business manager, and MISS ELIZABETH DONADSON as treasurer.
- MR. FREDERICK L. RAY has been elected president of the board of education of Anderson, Ind.
- The board of education of Rushville, Ind., has reorganized, with the election of MR. E. R. CASADY as president, MR. B. L. TRABUE as secretary, and MRS. JOHN FRAZEE as treasurer.
- MR. IRA C. TILTON has been elected president of the board of education of Valparaiso, Ind. Other officers named were JAMES J. MCKAY, treasurer, and REV. CHESTER W. WHARTON, secretary.
- MR. WILLIAM VIETS has been elected as president of the board of education at Vincennes, Ind. Other officers named were ALLEN E. HOGUE, secretary, and RAYMOND KRACK, treasurer.
- MR. W. T. TUPPER has been re-elected as president of the board of South Bend, Ind. Other officers named were CHARLES W. BINGHAM, secretary, and W. H. MENAUGH, treasurer.

After the Meeting

Johnny's Idea

Johnny was asked how he liked his new teacher. "Oh, she's all right," he replied, "but she keeps saying 'Cigarette' all day."

Johnny's mother was puzzled. One day she went to the school to talk to the teacher.

While she and Johnny were waiting for the teacher at the door of the schoolroom, they heard her say to the class, "Now, sit erect."

"There!" exclaimed Johnny, "she said it again."

And So It Ends

Instructor (ending lesson on parachute jumping): "And if the 'chute doesn't open, that, gentlemen, is what is known as 'jumping to a conclusion.'"

Saying a Mouthful

Teacher: How many sets of teeth does a person have?

Johnny: Three.

Teacher: Three? Name them.

Johnny: Temporary, permanent, and false.

Brilliant Student

Teacher: "This class will stay after 3:15 for misconduct."

Voice from the rear: "Give me liberty or give me death."

Teacher: "Who said that?"

Voice: "Patrick Henry."

Double Reason

A lad wrote in answer to a "sticker" in the written examination: "I don't know and nobody around me seems to know." — *Fortnightly Review*.

Natural at Least

"How did you happen to become a chiropodist?" he was asked.

"Oh," he replied, "I always was at the foot of my class at school, so just naturally drifted into this profession." — *Cincinnati Enquirer*.

Paid for It

Visitor: "What profession have you selected for your son?"

Farmer: "I'm going to educate him to be lawyer. He's argumentative by nature and can't keep out of other people's business, and he might as well get paid for it."

Yes?

Teacher: What is a polygon?

Bright pupil: A parrot that has escaped.

Getting There

"Your son must be quite a man by now. How is he getting along?" asked an old friend.

"He's doing real well," responded the father. "He got through high school in five years and college in six and now he's learning to keep his pencil during business hours." — *Scholastic*.

Extracts from Examination Paper

The Pyramids are a large range of mountains between France and Spain.

A circle is a line which meets in the end without ending.

A buttress is the wife of a butler.

A schoolmaster is called a pedigree.

Wind is air in a hurry.

An equinox is a man who lives near the North Pole.

A filigree is a list of your ancestors.

Benjamin Franklin worked himself up to be a great literal man. He was also able to invent electricity. His father was a tallow chandelier.

John Milton got married, and wrote "Paradise Lost." After his wife died, he wrote "Paradise Regained."

At Long Past!

Professor: "And are you sure that this story is original?"

Student: "Certainly it is."

Professor: "Great heavens! I didn't think that I would ever live to see the day when I should meet Rudyard Kipling."



The Coming Economist

"Sammy," asked the teacher, "how many make a million?"

"Not many," answered Sammy quickly.

Buyers' News

TRADE NEWS

Mr. J. F. Keville Goes to Nekoosa-Edwards Company. Mr. J. F. Keville, formerly sales manager of the school papers and stationery division for the Kalamazoo Vegetable Parchment Company, at Kalamazoo, Mich., has recently become associated with the Nekoosa-Edwards Paper Company, at Port Edwards, Wis.



MR. J. F. KEVILLE

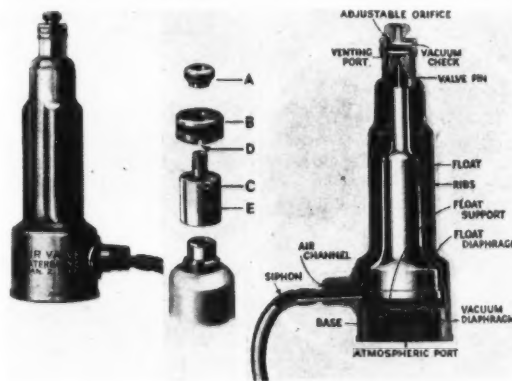
Mr. Keville has been appointed head of a new division, which will convert "Nepco" into a wide variety of school papers, stationery, household papers, and industrial paper specialties. This division will be located at the Port Edwards mill and production work will be in charge of Mr. H. H. Dilno.

NEW TRADE PRODUCTS

New Adjustable Port Venting Valve. The Hoffman Specialty Company, Inc., Waterbury, Conn., has announced the marketing of a new six-speed, adjustable venting port. This feature, which permits varying speeds of venting and enables the heating contractor to accurately "balance" steam circulation for radiators of one-pipe heating systems, will be incorporated in all Hoffman air and vacuum radiator valves.

In two-pipe vapor systems, even circulation of steam to radiators is effectively obtained by means of adjustable or fixed orifices of known capacity. On one-pipe steam systems, because of the counterflow of steam and condensation through the feed valve, it is not possible to control the rate of flow of steam to the radiators.

Under the new system of varying the rate of venting the air from a one-pipe steam radiator, the flow of steam into the radiator can be controlled. This enables the heating contractor to balance the circulation of steam to all radiators, or when it is desirable, to favor



NEW ADJUSTABLE PORT VENTING VALVE

certain radiators over others. The amount of air contained in a radiator is proportional to its heating surface, and by means of the adjustable vent ports, the venting of large radiators can be accelerated and the venting of smaller radiators reduced, so that in a given period, the same proportion of each radiator will be heated.

This means of control has been found particularly valuable in one-pipe systems using oil or gas-fired boilers. The venting of the radiators in the room where the thermostat is located can be retarded and the venting of the more remote radiators accelerated, to insure their receiving the proper quota of steam during each period of burner operation.

Retarded venting is usually desirable, and at times imperative, in radiators of the convactor type, due to their relatively small air content. In this device, the top cap is a shutter, containing six ports of varying sizes, which permit a wide range of venting capacity. The ports are visible so that the heating contractor can quickly select and set the desired port. Adjustment of the venting port may be made by loosening the knurled nut A, on the top of the valve, lifting and turning cap B, until the desired port is directly above

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By Wesley D. Kirby, M. A. (COPYRIGHT 1935—SECOND EDITION)

AN INDISPENSABLE HELP for pupils of the 7th and 8th grades and junior high school in this most important study. The introduction to the Constitution and the text itself have been developed in chronological order. The specific aims and directions for study, reference material, unit tests and the review questions for examination, provide the instructor with an opportunity for purposeful and understandable teaching. The organization of this material makes both lesson planning by the teacher and preparation of the lesson by the pupil easier and more helpful. This Course of Study utilizes the following references: Gordy History of the U. S. Vannest & Smith Socialized History of the U. S. Beard & Bagley History of the American People. Single Copies 25c plus 3c each postage. Teacher's key, each 10c. Quantity prices on application.

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the radiator tapping. This permits the desired port to register with the stationary port C, and the notch D, to engage with the nib E, when the cap is lowered.

In adding the adjustable port to the Hoffman radiator vents, no changes have been made which will affect their positive and sensitive action under air, steam, or water conditions. Complete information and prices will be sent to any school official, or architect, upon request.

How Wyandotte is Used. The J. B. Ford Company, of Wyandotte, Mich., has recently issued a tabloid newspaper, illustrating the various uses of Wyandotte products in schools, hospitals, restaurants, and public institutions.

The newspaper illustrates such unique operations as peeling and processing California fruits with a special Wyandotte flake canners' alkali, cleaning dairy equipment with Wyandotte metal cleaner, obviating sap stain in lumber with Wyandotte alkali, cleaning entire freight cars inside and outside with Wyandotte special detergents, etc. In addition, such typical school jobs as cleaning floors, dishwashing, scouring washbowls and toilet fixtures, restoring soiled marble, etc., are described.

Announce Improved Holtzer-Cabot Time Clocks. The Holtzer-Cabot Electric Company, of Boston, Mass., has announced a new, improved line of electric time clocks for use in schools, hospitals, and public institutions.

The Holtzer-Cabot Electric Company has pioneered for sixty years in the manufacture of electric signal systems and has specialized in the design and manufacture of various products involving clock movements and electric time-recording and detecting devices, including watchmen's clock systems, time recorders, fire-alarm movements, fire and watch control desks, etc.

The Company's engineers, after years of study and observation, have perfected these new clock systems with a movement particularly efficient in its operating-current range. The simplified method of automatic hourly correction of all clocks has eliminated the necessity of wearing contacts in secondary clocks, which eliminates maintenance and guarantees long life and economy.

The Holtzer-Cabot Company's improved clock systems have essential and valued applications in modern schools, colleges, and public institutions where automatic hourly supervision and individual recording of time is an essential requirement.

The firm has prepared an illustrated brochure which will be sent to any school official, or architect, upon request.

Midland Announces New Floor Finish. In response to a demand for a better, safer, and more durable floor coating for school gymnasiums, the Midland Chemical Laboratories, Inc., Dubuque, Iowa, has perfected a coating consisting of 40 per cent Bakelite, dissolved in Tung or China-wood oil.

The new floor finish, "Gymloah," embodies all the properties in the makeup for an ideal, long-wearing, nonslippery, nonrubber burning, cleanable, and enduring finish for the hard service demanded of gymnasium floors. Tests indicate that the finish does not burn, wears twice as long as other ordinary finishes, and is cleanable with ordinary powders and soaps. Floors treated with the new "Gymloah" material require no further attention for two years.

Gymnasiums finished with the new Bakelite material make for faster floor work, more secure dribbling, and more confident basket shooting. Complete information will be sent to any school official upon request.

Mr. C. W. Hord Leaves American Crayon. Mr. C. W. Hord, vice-president in charge of sales of the American Crayon Company at Sandusky, Ohio, and associated with the firm for the past thirty years, resigned on August 1.

Mr. Hord, who will open an investment office in New York City, will remain in an advisory capacity with the American Crayon Company. He will continue to make Sandusky his place of residence.

Mr. Hord went to the American Crayon Company in 1906, shortly after graduation from college. After filling the position of clerk and correspondent with the firm, he was made sales manager in 1911. In 1913 he became a director, and in 1918 was elected second vice-president and sales manager. For the past few years he had been active as first vice-president in charge of sales.

New Sloan Vacuum Breaker Models. The Sloan Valve Company, Chicago, Ill., has issued a new booklet, describing and illustrating three models of a vacuum breaker. These breakers are intended for the purpose of guarding against back siphonage. Minimum requirements for their installation are given.

School executives may secure a copy of the booklet upon request.

New Westinghouse Illumination Analyzer. The Westinghouse Electric & Mfg. Company, East Pittsburgh, Pa., has announced the marketing of an illumination analyzer, consisting of a light meter and combination voltmeter-ammeter for making a complete illumination analysis.

The new analyzer is suited for illumination engineers in analyzing volt and current consumed in addition to foot-candle intensities and light distribution. With the device, it is possible to measure the watts in-

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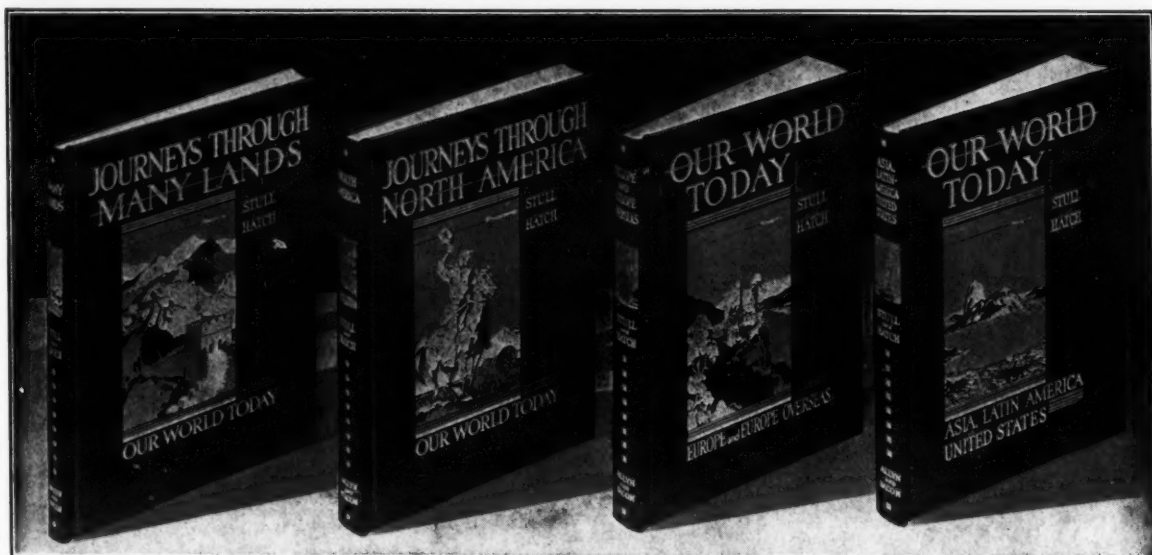
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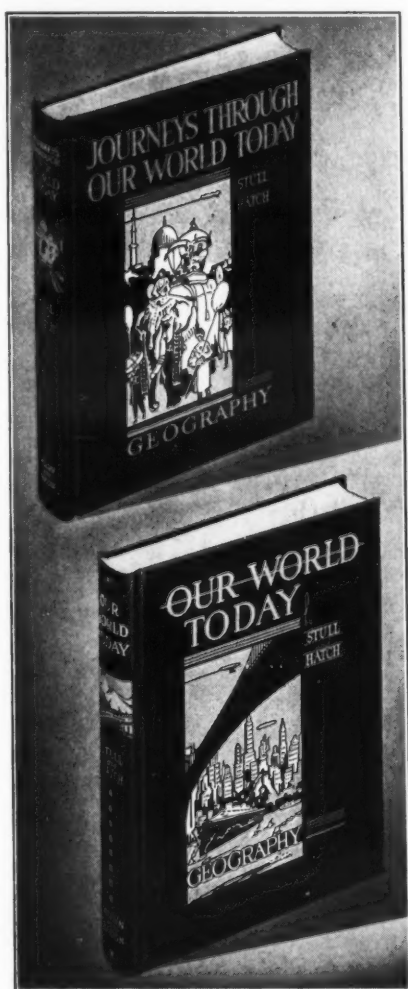
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